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ABSTRACT

This monograph documents major events in the Cincinnati (Ohio) School District (CSD) in 1990-91 concerning the Bronson Settlement, which was the result of a racial segregation suit against the CSD (Mona Bronson, et al. v. Board of Education of the City of Cincinnati). The Bronson Settlement ordered changes in nine areas of the CSD. This report contains one section each on the 1990-91 status of these nine areas: (1) on the Taeuber Index the district met the requirements well; (2) the CSD provided program choices in alternative schools beyond that which was required; (3) open enrollment continued to efficiently advance integrated education; (4) the court found that the CSD was not in compliance with its policy on staff racial balance in June 1991; (5) the court found the CSD to be in compliance with unbiased test policies; (6) the court found the CSD to be in compliance with isolation within buildings requirements; (7) new leadership in a coalition for innovative/low achieving schools began to make changes for the better; (8) there was success in providing equal access to extracurricular activities; and (9) communication and monitoring continued regarding district and city housing activities. Overall, the seventh year of the Bronson Settlement contained a nearly unmanageable mixture of financial crisis, external criticism of administrative practices, and public condemnation of lax student discipline and achievement. Extensive appendices provide several court documents and evaluation reports for each of the mandated areas for change. (JB)

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BRONSON SETTLEMENT
1990-91

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THE BRONSON SETTLEMENT REVIEW

YEAR SEVEN 1990-91

REPORT OF THE FACILITATOR

ROBERT W. EVANS, PH.D.

RONALD H. NIEMAN, EVALUATOR

December, 1991

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BRONSON SETTLEMENT

1990-91

INTRODUCTION

Year seven of the Bronson Settlement was carried along with an accelerated current of interest shown in the Cincinnati School District (CSD) which is unprecedented in recent history. Supporters and critics joined in a seemingly inexhaustible discussion of the accomplishments and failures of the system. Advocates and detractors alike could be found in all segments of the community; the lines did not necessarily fall along racial, geographic or other obvious groupings. Everyone seemed to have an opinion, all were convinced that their concerns were justified and correct, some even offered viable solutions.

In the middle of all this controversy lay a knot of concerns that, although certainly tied together, were, in reality, many separate issues: pupil achievement, discipline, attendance; administrative style; staffing; questions regarding level of community input and control; the financial crisis amid levy failure; and finally, the replacement of both Superintendent Lee Etta Powell and Treasurer Lynn Goodwin. Although the current may still be raging, for the purpose of this report, it is time to climb from the torrent and view what benefits and new challenges the fast-paced action has brought with it.

First, we still have the blueprint for quality-integrated education as outlined in the Settlement Agreement, 1984. (Appendix A) Even though the District is no longer under court supervision on the majority of the issues (Appendix B), it must be obvious to all that a high level of commitment to each of these items is still expected by the community and the court. Fairness in pupil integration, alternative schools, open enrollment, extra-curricular opportunities, and housing patterns must be continuing areas of concern for all segments of the community. They can never be considered as "something to be put behind us" as was suggested by some during the last year. It defies the imagination that anyone would suggest ignoring these issues simply because the District was in compliance in June, 1991. Certainly, common sense will prevail, and the Cincinnati School District will voluntarily accept the responsibility to keep the excellence that has been achieved in these areas.

If I may be permitted a personal comment and slight digression at this point, in the course of my fifteen year association with the Cincinnati School District, I have come to respect the careful thought and hard work that has been characteristic of so many of the staff, whether working, retired, or deceased. The above mentioned successes in the Bronson Settlement came as a result of their hard work; none of the issues were "given;" each was of such importance to the Plaintiffs that it was included as a separate section in the 1984 Settlement Agreement. There is nothing that I have seen which would indicate that the Plaintiff/community views and values have changed since 1984. I realize all too well that the current turmoil in the Cincinnati School District is disheartening and can easily affect attitudes and judgments in the immediate future. I can only hope that the situation will not undermine the dedication either in the classroom or office so that the gains already made will not be "put behind us," but will last with vigilance well into the future.

Second, we have an additional period of time to examine the entire issue of fairness in discipline. Additionally, the Court has extended its original concern to allow the Parties a chance to conduct a reasonable examination of the causes of the racial disparity in suspensions. Rather than considering this a punitive ruling, it should be viewed as another opportunity for a cooperative effort to put to rest the suspicions that would otherwise have gone unresolved. If the study indicates that there is, in fact, a conscious or unconscious bias evident in the Cincinnati School District, I am confident that everyone will take whatever measures are required to eliminate such prejudice. If, on the other hand, the causes for the disparity are shown to be not related to bias, then we may focus our concerns more productively.

Similarly, the continuation of the Coalition of Innovative Schools (CIS) program for low-achieving schools under court supervision may also be considered a stepping-stone as opposed to a stumbling-block. It gives yet another opportunity to strengthen the already existing body of educational expertise regarding effective instructional programs for low SES and special children. The Cincinnati School District has at least a twenty-five year history of making sustained efforts to discover better ways of doing exactly that. Year after year beginning in 1966, "The Journal of Program Research and Design" published by the Cincinnati Public Schools, edited by James N. Jacobs, documents the Cincinnati School District's efforts to discover, test, and prove better educational programs, especially ones for disadvantaged students.

In fact, developing better programs is part of the rich heritage of the Cincinnati School District; the promises Superintendent Jacobs made to improve low achieving schools were simply a part of his fabric; he would not have known how to do otherwise. Let us hope that it remains an integral part of the system on a permanent basis.

The third continued item, staff racial balance, is simply a matter of the Cincinnati School District implementing its own policy. The reasonableness of the current policy and its effect upon optimum teacher placement will be discussed in the main body of the narrative report. Perhaps the development of a new staff balance policy presents one more window of opportunity for the Cincinnati School District to improve upon the status quo in joint discussions with the Task Force (as opposed to maintaining the unilateral 1974 Board policy). One has to believe that there is room for progress in this area.

Finally, long-range planning for the continuation of Bronson related initiatives following the termination of the Consent Decree must begin in earnest. We must develop a plan that will guard against even the potential for a cycle of: compliance, compromised by budget related reductions, leading to elimination or neglect of programs, resulting in deteriorating Taeuber (and other indicators) which may precipitate another class-action lawsuit. The Cincinnati School District cannot be expected to do this alone. The drive towards educational reform has started; but it will require the entire local community, and probably many other communities across the state, to persuade the legislators that it is in the general public's better interest to pass long overdue revisions in the laws governing school funding in the state of Ohio. The windows of opportunity offer great rewards if we open them cooperatively, and the opportunity is now.

More will be said about each of the above issues in the appropriate sections of the following report. The reader should keep in mind that this Report is retrospective in that its primary purpose is to document the major Bronson events that occurred in the Cincinnati School District in school year 1990-91. However, this historical review is often interpreted in the light of current (November, 1991) circumstances.

As usual, the Facilitator's Report for this year shares the same format as utilized in previous years. Each of the nine sections of the Settlement Agreement that required(s) some attention by the Cincinnati School District has a corresponding section in this report. Supporting documents are included in the Appendix as a matter of convenience so that interested parties may be spared the ritual of mining files to locate related documents. However, some documents, either because of their widespread availability or great bulk, have been omitted. If help should be needed in locating any of these, the Office of the Facilitator will be happy to assist you.

1. Taeuber Index

Congratulations are certainly in order to the Cincinnati School District (CSD) for meeting this, the major goal of the Settlement. In so doing, it exceeded the expectations of virtually everyone. As was stated in the 1989-90 Facilitator's Report, a special word of praise is warranted when it is noted that the percent of goal accomplishment at the senior and junior/middle levels continued to increase even though such efforts were not required by the Taeuber numbers that were derived nearly seven years earlier. The Cincinnati School District's pursuit beyond the minimum required by the "Letter" of the agreement gives us all reason to be proud and hope for the future.

Similarly, the hard won Taeuber success at the elementary level certainly deserves our respect. Although my questions regarding the appropriateness of the methods employed by the Cincinnati School District to meet the elementary criterion are well known, they always had my respect. Their persistence, thoroughness and fairness were impressive. In criticizing these efforts on Page 2 of the 1989-90 Report, I made it clear that I was speaking for myself," ...the Facilitator, for one, would have been more impressed... (had the district explained to the Court the Taeuber impact problems associated with the 300 "surprise" kindergarten enrollees and trusted the reasonableness of the Court.)" In hindsight, probably the Court, Plaintiffs, and the Cincinnati School District are all relieved that things were done the way they were; it eliminated a very sticky problem at least for the present.

The potential for that same problem to resurface still exists, however. Even though I have every confidence in the abilities and determination of Superintendent Brandt and his administration to monitor and control all of the variables affecting the Taeuber, they (and those who will eventually follow) cannot be expected to do the impossible, nor should they be made to feel that they are expected to implement the questionable. I firmly believe that even in the arena of Taeuber "hard data," there exists yet another opportunity to discover a better way to interpret the significance of the Taeuber Index as it applies in the real world of education.

Reiterating what was said in the Discussion Section, Part 4 of the 1989-90 Report, unexpected things like the "Surprise" kindergarten enrollees of 1990-91 illustrate all too clearly that the Taeuber Index can be an unpredictable tail that wags the dog. Some cushion must be developed in the immediate future so that the administration will not feel compelled to become overly concerned by a missed number. It seems, as an example, that a range of expectancy over a period of years could be cooperatively established which will accommodate unexpected developments that inadvertently impact upon the racial mix of a school and/or attendance area. There exists enough experience and understanding among the Parties to accept a pre-agreed set of understandings as an educationally preferable alternative to a single "derived" number.

Let us consider the 1991-92 Taeuber Indices as a case in point. (See Appendix I) For this year, the District is still well below the Bronson Goals in all three Taeuber values, dropping 0.3 at the Elementary and 0.2

at the Junior High/Middle School levels, but showing an increase of 0.6 at the Senior High level. Hopefully, everyone will recognize these variations as normal and will give appropriate credit to the District for its close attention to all of the steps it routinely must take in order to keep the numbers at acceptable levels.

Conceivably, however, the variations could have been reversed - elementary could have inched up 0.6 and senior high could have declined! This would have placed the elementary schools above the former Bronson Goal. One can only imagine the reactions! Although it is pointless to speculate on who would have said and done what, there is little doubt in my mind that the responses would have been different. The point to be made is that in my opinion, it is not a major crisis if the Taeuber does slightly exceed former Bronson Goals in the future. It is foolish to overinterpret year to year statistical static.

The real concern (far more difficult to understand than a simple Taeuber number, unfortunately) is that the multi-faceted framework needed to support student opportunities for quality, integrated education is in place and being improved. It must be understood that healthy Taeuber numbers are merely a reflection of the quality embedded in this framework of integrated educational opportunities. We need to lay the foundation of understanding so that everyone knows that the success of such a program must be measured by more than the Taeuber Index.

While there are still many avenues of dialogue available for such groundwork to be developed, it seems to be educationally, economically, and politically expedient to take this opportunity to avoid future Taeuber confrontations insofar as possible.

2. Alternative Schools

The entire concept of program choices in public education was advanced and very nearly perfected by the Cincinnati School District as its answer to the challenge of providing quality, integrated education. A brief review of the history of alternatives in Cincinnati is revealed in numerous evaluation reports, newspaper articles and operations manuals. It shows a twenty year accelerating thrust to develop programs with quality and appropriateness high enough to attract a sufficient number of voluntary students to impact the Taeuber and hence, warrant funding. The basic ideas underlying alternative schools, i.e., giving students the freedom of choice, the fairness of equally balanced access for all races and areas of the city, and the educationally sound theory of increasing motivation for students by giving them an opportunity to work in their special area of interest have become increasingly popular with thousands of families in the District. Despite early reservations by some regarding costs and the potential of creating a "brain-drain" from neighborhood schools, the flagship of the District's integration plan continues to be Alternative Schools.

With the above kudos sincerely expressed, it is also appropriate that some equally sincere commiseration be given simultaneously. The community of Cincinnati has consistently demonstrated its pride and support of quality programs of all types over the years whether they be educational, cultural or recreational. This pride and support was recently translated into the "miraculous" passage of a sizable school tax levy November 5, 1991, on the promise of greater efficiency and even more productivity. Alternative schools are certainly a large part of the quality which generated this support since they include about 40% of the total district's enrollment (20,000 students in twenty-four different programs). However, high quality programs in this magnitude translate into enormous additional costs when compared with traditional neighborhood schools.

Even in the best of circumstances there are always pressures to cut what some perceive as "Frills," and the pressures are, of course, intensified during periods of financial instability. We have a situation where, on one hand, the ratio of cost-benefits of the alternative program is so great that the District can ill afford to reduce them in any sizable manner. On the other, the fact still remains that the District has an existing "loan fund" debt of nearly $50 million even taking into account the 1991 tax levy passage and the already announced administrative reductions. These staggering facts naturally prompt questions regarding the efficacy of spending so many scarce dollars on alternative schools.

The three-horned dilemma facing the District is obvious. First, to continue the expansion of alternatives means an associated expanded budget which would undoubtedly be a hard fact to sell during the current financial difficulties. Second, maintaining the present levels of service could undermine the credibility of the administration since opportunities for new students to enroll in alternatives would depend almost solely upon vacancies created when currently enrolled students leave; this could lead many parents/students to feel that they are being denied equal access. Last, if the special services and features of current alternative programs are reduced in an attempt to economize, there will be an attendant noticeable decline in the quality of the programs, and experience has shown that this community will not support poor quality.

The Cincinnati School District knows what to do and how to do it well in this area, but consistent adequate funding is the key to success. Financial crises in Cincinnati, Columbus and other Ohio cities may be averted temporarily, but the underlying flaws in the State's system of public school funding are lying just below the surface. Newspaper reports of the November 5, 1991, voting show only 43% of the requested school tax levies in the state were approved. Cooperative efforts by cities across the state involving all sectors - business, parents, education, must begin to materialize; the message must be clear to the legislators that it is in everyone's best interest to develop a system which will raise "state minimums" and assure that adequate funding is more easily attainable. The present system of "rollbacks," for example, seems to imply that school systems are not affected by inflation! The logic behind such legislation boggles the mind, and yet, it is under these conditions that all school systems in Ohio operate.

The District's internal evaluation report on Alternative Schools is included in Appendix C. It happily shows continued improvement beyond what was merely required by the letter of the Agreement.

3. Open Enrollment

If Alternative schools can be characterized as the flagship of the Cincinnati School District's efforts at quality, integrated education, then the open enrollment program might well be thought of as the tugboat. Like the tugboat, it is not especially glamorous or exciting; it simply accomplishes what it was designed to do, (ie., reduce the Taeuber) year after year, without fanfare or much additional cost. Further, since every open enrollment transfer by design improves racial balance at both the sending and receiving schools, its efficiency, like the workboat, is unrivaled.

Let us remember, however, that in this analogy, the boat is comprised of people: students, parents, and teachers. People, like any machinery, are more efficient when they are prepared in advance - warmed up if you will. Even the least mechanically inclined of us would not slam an ice-cold engine into 100% output under normal circumstances, but year after year the Cincinnati School District expects hundreds of open enrollment students who are moved with little or no preparation from their familiar neighborhood schools to their new open enrollment schools to give 100% effort from day one. After twenty years of this, it could be reasonably assumed that the veteran students and teachers in the receiving schools of the Open Enrollment Program will, on their own initiative, help ease the natural anxieties of the transferring students. Probably this does happen. But obviously, some additional counseling for the people involved would be of even greater benefit.

The facts detailed in the District evaluation reports over the years show consistently that the achievement scores of open enrollment transferred students as a group are lowest the first year and begin to climb in years thereafter. On the surface, at least, this appears to be an adjustment related phenomenon which experience dictates could be reduced by preparing the persons involved to mutually accept and respect the new behaviors and conditions that change brings.

Although the same findings have been reported by the district for the last several years, the necessary follow through to help minimize the anticipated difficulties of the transferring students has not materialized to any extent. Token efforts like an orientation program have been made, but the concerted push needed has not taken place. Differences in daily routines, bus scheduling, homework assignments, classroom participation and behavioral expectations are but a few of the changes that "new" open enrollment students must handle; the receiving teachers similarly must recognize that the "new" students will likely require additional time and help in making the change and may have to individually assume the responsibility of initiating the steps necessary to bring about a mutual plan of action so that the transfer will become beneficial for all. As was discussed initially in the 1986-87 Facilitator's Report and reinforced in subsequent Facilitator and district reports/evaluations, it is counter-productive to offer a program that has preventable problems embedded in it, and do nothing to resolve the situation.

The Open Enrollment cumulative data for 1990-91 and 1991-92 are included in Appendix D along with the District's Evaluation Report of Open Enrollment, 1990-91.

4. Staff Racial Balance

The decision of the Court on June 26, 1991, was that the Cincinnati School District was not in compliance with its staff racial balance policy and would, therefore, be temporarily continued under Court jurisdiction until the beginning of school in September. At that time, provided the district was in full compliance, the Court agreed to release the district in this area. On September 4, the district submitted documents supporting its contention that all of its 80 schools were within policy guidelines. The Facilitator personally made on-site spot checks of thirteen schools and verified that each was in compliance, although in some cases the actual numbers of teachers present in the school was different from those reported by the personnel office.

Although there is little doubt that all issues associated with staff racial balance will eventually end amicably, the situation underscores the ease with which a relatively simple matter can become a problem. The real problem, in the opinion of the Facilitator, is that because of the requirements set forth in Section 5 of the Consent Decree, the district felt compelled to cling to an outdated racial balance policy even though it was not in the best educational interests of the students. Although in practice it was being increasingly ignored, the Cincinnati School District made no effort to renegotiate the issue. In 1974, mathematical ratios may have been consistent with most court remedies for segregation; but in recent years, extremely restrictive guidelines such as those found in the policy in question would probably not be required. (In fact, a policy like the Cincinnati School District's may well be discouraged since experience would prove that it is unrealistic to expect that the educationally best teacher assignments for each school will always follow the overall staff racial proportions.) For everyone's benefit, the district must quickly face some hard facts:

1. No one can be fooled for very long merely by having a written policy in place, if in practice it is not being followed.

2. By not following its own policy, the Cincinnati School District opens the door for accusations of racial bias in teacher assignments.

3. While the existing policy, if followed, may be "safe," it can never be optimally efficient.

4. The current community climate is clearly demanding optimum efficiency from the district.

The demand for optimum efficiency is a primary consideration for everyone and it is certainly in everyone's best interest to insure that the district has the latitude to make the sensible decisions required to achieve this efficiency. Therefore, staff assignment practices should be reviewed, changes should be suggested where necessary, and the rationale behind the changes should be aired in a public forum and cooperatively translated into written guidelines needed to revise the staff racial balance policy.

Finally in the opinion of the Facilitator, it is not particularly significant that some schools were out of staff racial balance guidelines last year. The accelerating trend of non-compliance was of some concern, but what seems far more important is that the Cincinnati School District was willing to compromise class/teacher continuity and presumably educationally preferable staff assignments by volunteering to initiate staff changes as late as May, 1991, simply to show an eleventh hour compliance with its outdated policy. The district needs to leave this kind of thinking in the past, and in the near future request a public airing of the shortcomings of the 1974 staff racial balance policy and renegotiate it along more workable guidelines so that it will not feel forced to make unwise choices. Further, the community deserves the assurance that the best teachers available will be assigned where their talents will be best used.

The Cincinnati School District 1990-91 Staff Racial Balance Report (See Appendix E) shows 100% compliance; while that may be commendable, it is about as reassuring as the old U.S.S.R.'s claims of 100% employment. In the real world, things usually do not work that way!

5. Unbiased Tests and Policies and

6. Isolation Within Buildings

These two sections have traditionally been combined for the purposes of this report since both share essentially the identical underlying concern. Both are questioning whether or not there is any reason to suspect that racial bias plays a role in the day-to-day interactions between a student and the school system. Does each child have the same opportunity to be placed in a given homeroom, class, or activity? Are children treated alike when disciplinary action is required? Is the system fair and impartial regardless of race?

The Court essentially found the Cincinnati School District to be in compliance. Reports and documents indicate that in most areas, students have about equal educational opportunities and choices regardless of race. The singular exception to this finding was the haunting concern over the frequency of black student suspensions. Historically the rate of black suspensions/expulsions has been about double those of their white counterparts. A new "automatic suspension" policy has exacerbated the situation for 1991-92. These unfortunate facts and the statistics associated with them have been studied, explained, denied and examined for many years.

The problem is that no one has been able to explain the reasons for the disparity. There have been reports, criticisms, and even well-intentioned accusations at the highest levels all in an effort to shed light on this important and emotionally charged issue. (See Appendix F-1) The Communitywide Task Force alone has representation on three separate committees working on student discipline (See Appendix F-2). The Cincinnati School District has published countless reports and studies on the matter. Many other school systems with similar findings have paralleled the efforts of Cincinnati, but to date, there are no definitive answers (let alone solutions) to the issues at hand.

The Court, in an attempt to shed light on the matter, has continued its jurisdiction over student discipline for two more years. In so doing, it has expanded its charge to require that the Parties must determine the cause of the disparity in black/white suspensions. The Cincinnati School District, Plaintiffs and Communitywide Task Force are now cooperating in a plan to formulate questions which, if answerable, will address the reasons for the disparity.

The time schedule of this plan is contained in Appendix F-3. Initially it calls for the Parties to develop the questions to be answered; by January, 1992, the best external research agency willing to accept the challenge of answering them will be put under contract and submit its findings by May, 1992; and during school year 1992-93, the parties will cooperatively implement the agency's recommendations. Although success in reducing the disparity cannot be guaranteed, it can be safely assumed that the Court will be successful in educating the Parties about the real difficulties surrounding this issue. Therefore, it is especially important for all who are involved in the Settlement to do their collective homework so that they understand the countless nuances of the challenge before them.

So that everyone may gain a better appreciation of what is currently being attempted in this area, I have included a few related documents in

Appendix F-4. The interested reader will find them fascinating, I am sure. If all goes well, answers/solutions may appear in their place next year.

7. **Coalition of Innovative Schools (CIS); formerly Low Achieving Schools (LAS)**

At this point, there would be no useful purpose served in reviewing the history of lost opportunities associated with the LAS/CIS program. Actually, at this point, it is no longer even necessary since the old problems as frequently discussed in former Reports of the Facilitator are finally being decisively addressed. Under the present 1991-92 supervision of Jennifer Cottingham, the CIS Program has, I believe, once again acquired the leadership and direction to make it successful. Further, there appears to be a stability and spirit among the CIS principals that exudes the confidence required in these circumstances to carry the day. At the November, 1991, joint meeting of CIS administrators, principals, and a sub-committee of the Communitywide Task Force, one had the feeling that the battle for progress in low achieving schools was already being won.

The redesign and infusion of new life into the old LAS/CIS program presents the district with another opportunity to demonstrate its dedication and efficiency. District leaders have this second opportunity to become directly involved in forming the new CIS approach. The Court has made it very clear that it expects far more personal involvement from every level of the administration and Task Force. The message given in this regard is that those persons who have a responsibility in the CIS program should have "Firsthand knowledge of the conditions..." and to do less "... is nothing less than unconscionable." (Appendix B, Page 21) As stinging as these words may be, I believe that they are justified and pale by comparison with the frustration that must have been felt over the years by the parents, teachers and students of the schools involved in the LAS/CIS program when the promised "Innovations and new approaches" turned out to be just more of the same old thing.

However, under Superintendent Brandt's administration, it is a new day. Even the "unsolvable" age-old inner-city problems like too much mobility and too little motivation are being addressed through direct, simple, and hence, efficient cooperation among the CIS schools, community and business leaders. Further, the availability of tutoring programs both before and after school, cultural enrichment, reinforced early childhood education, and an on-going student assessment/referral program in each school holds promise for identifiable improvements in achievement and attendance.

This leads us to the question of how much improvement can be reasonably expected in order for the District to proclaim the CIS program "Successful?" The original Consent Decree had no goals stated; the original LAST Plan from 1984-85 had only some two and three year success criteria listed; the "Comprehensive Plan, 1989-90, has unrealistically high goals set which the District, for its own reasons, has been reluctant to revise. What is reasonable progress? The answer lies somewhere between "Wishful Thinking" and "Copping-out," and difficult though it may be to set goals that will please everyone, I believe at the minimum, the District must set attainable goals in the immediate future so that we will be able to recognize at least something of "Camelot!"

The District Evaluation Report for the CIS Program, 1990-91, along with overall District achievement scores and a suggestion of new goals are included in Appendix G. The CIS Report shows general improvement in both key areas of attendance and achievement. Overall, there is reason to believe that the newly energized CIS Program has "Hit the ground running." It is squarely up to the Cincinnati School District leadership to visit the schools personally and insure that the initial success continues.

8. Extra-Curricular Activities

The issue of providing equal opportunity for alternative students to participate in extra-curricular activities is, in essence, a success story, and like any success story, it required a great deal of hard work and cooperation. Success did not come early or without a price. In fact, during the first four years of the Settlement Agreement, a solution to the equal access problem seemed to be beyond the budget and/or imagination of the Cincinnati School District. Starting in 1985-86, the problem began to snowball so badly that by the end of school year 1988-89, it had become nearly as big of an issue as Low Achieving Schools. Then, when everything seemed deadlocked, the District decided that beginning in September, 1989, it would issue metro bus passes for those students who participate in extra-curricular activities.

This simple solution apparently solved most of the problems associated with after-hours pupil transportation as the complaints have since all but disappeared. The bus passes, however, are not without cost to the District, and in these times of seemingly ever present financial crises, the extra-curricular bus pass must be a tempting target of elimination for the budget conscious administration. In view of this fact, I think that the District is to be commended for their restraint in keeping this particular transportation program fully funded for the past three years.

Let us examine this decision further, for it serves to make an important point. When the well-known reductions required by the "State Loan Fund" were being formulated during the past year, there were obvious indications available from the Attorneys regarding which programs would have to be retained in order to keep the benefits of the Bronson

Settlement alive. Some of those programs, it became apparent, would be required since the continuation of Court jurisdiction would demand it, but others obviously would not. In the case of extra-curricular activities/transportation, the Parties had fairly well agreed that this issue was not going to be a point of debate at the hearing in January, 1991 and consequently, the District could have safely assumed that it would be released from Court jurisdiction in this matter. Nevertheless, it saved the bus pass policy and, in so doing, demonstrated that the spirit of cooperation was alive and well where it really counts, deep within the District's budget priorities.

At this point, it would be most gratifying to be able to say unequivocally that because of the District's stand on "people issues" like this, it earned enough respect for itself that the people, in turn, approved the 9.8 mill tax levy in November, 1991. Although we cannot make that claim, it can be safely observed that the fresh breeze of District honesty and fair play demonstrated by this decision will be increasingly noticed by the community in the coming years. Great things will happen for the Cincinnati School District, I believe, if it continues the good-faith efforts already begun.

9. District/City Housing Activities

The Parties must stay aware of any large scale disruption of housing areas in the district. The implications on school racial balance is obvious. Even though no such activity, or even plans for such an activity, has occurred, it is encouraging to note that the Cincinnati Metropolitan Housing Authority (CMHA) and the school district have maintained a continuous dialogue for the past seven years. Participation by the Communitywide Task Force on the CMHA virtually assures that the communication and cooperation will continue. The following report from the Cincinnati Public Schools summarizes the activities of the district and the Cincinnati Metropolitan Housing Authority for the seven years, 1984-91.

1. In accordance with the Settlement Agreement, letters were sent to housing agencies informing them of the provisions of the Consent Decree and Settlement. We requested that they provide us with advance notice of proposed housing decisions.
2. A good working relationship was established with the City Planning Department which, even prior to the issuance of the Consent Decree, began to consult with us concerning housing proposals.
3. During the years 1984-91, we reviewed two major housing proposals.
    a. The City Housing Allocation Policy set out priority locations for new low income housing. The criteria established in this policy for determining priority housing locations include the racial balance of the elementary school serving the area.

    b. The City Housing Agenda was a package of ordinances and resolutions designed to stimulate housing investment in Cincinnati. It was judged that there was nothing in the package which would necessarily harm racial balance in the Cincinnati Public Schools.

4. Since 1984 we have received and reviewed a number of CMHA housing proposals. Only one housing proposal was received during the past school year, 1990-91; it was for a single family unit. Over the years we have responded to all such proposals indicating the probably impact on racial balance in the Cincinnati Public Schools of the proposals. Copies of this correspondence have been forwarded to Trudy Rauh of the NAACP and to the City Planning Department. It is our understanding that our responses are made available to the City Planning Commission, and are considered when the Planning Commission indicates its approval or disapproval. It is also our understanding that the CMHA is not bound by the decision of the City Planning Commission.

5. There has been very little housing activity over which the school district can have any influence, and it seems likely that this will continue to be the case.

HOUSING PROPOSAL - JULY 1, 1990 - JULY 31, 1991

DATE	ADDRESS	UNITS	AGENCY	PROJECTED IMPACT ON TAEUBER INDEX
11/2/90	6239 Mayflower	1	CMHA	No Improvement

The major developments in housing, however, are in the large private housing developments that were proposed during 1990-91.

1. City Council has approved a major housing development project sponsored by Western Southern to be located in the Over-the-Rhine neighborhood. The project will affect Washington Park and Oyler. The plans call for 119 new and rehabilitated low-income housing units. Potentially as many as 400 school age children could reside in this housing. The entire package includes $2.5 million for additional middle income housing in the Over-the-Rhine area.

2. Notice was given of a proposed housing development in the Rockdale elementary school attendance area. This development will provide 28 housing units, of which approximately 30% are to be for low and moderate income families. There is some community concern that this housing development will adversely affect racial isolation. A letter was sent to the City Planning Department requesting that the development be approved only if there was a realistic expectation that it would improve residential racial integration.

The combined impact of these two proposals would exceed the total of all CMHA activity during the previous six years.

CONCLUSION

Year seven of the Bronson Settlement contained a nearly unmanageable mixture of financial crisis, external criticism of administrative practices, and public condemnation of lax pupil discipline and achievement. However, the most bitter ingredient of the mixture was served by the Court in the form of an unofficial reprimand to the Board which was embedded in its decision to continue jurisdiction for at least two more years in the critical areas of low achieving schools and student discipline, and continue at least temporarily in the area of staff racial balance. The Cincinnati School District was clearly due for a long overdue change!

That change came in mid-summer with the appointment of Superintendent J. Michael Brandt. The frankness of his comments and criticisms was contagious; soon the entire administration, which for many years had no incentive to exercise individual initiative, seemed to spring to life. A fresh recognition of the problems facing the District replaced the old party-line that everything was under control. The result was that once the problems were identified, they became manageable.

Some of the lessons to be learned from all this is first, to recognize that there are many new key players in the District; hence, there is presently good reason to hope that the controversy and discord of the past can be left in the past, and that we will bring along with us only the useful things we have learned from the Bronson Settlement.

A second essential understanding that must be carried forward is to recognize that if any of the Parties believes there is a problem, there is a problem - even if only in communication. If one takes the time to read the monthly Task Force Minutes and Bronson Settlement Status Reports, (See Appendix H-1 & 2) it is apparent that these two key groups have in many instances not been in touch with one another's priorities. I do not believe that either group considered the other's concerns of lesser importance, but rather that each felt its immediate concern was simply more pressing than another.

If the past seven years of Bronson has given us anything in its legacy, it is a realization that equally concerned, informed, and capable people will arrive at similar ideas about what things are important, but may have different conclusions regarding what should be considered the first, second, third, etc. priority. With Court requirement for a cooperative solution to the discipline problem, the relatively minor misunderstandings that in the past have blossomed into real points of contention will, I am certain, be resolved through open communication. Perhaps it will mark a new era of openness and cooperation between the two groups. Let us examine the four areas that I foresee as being issues that will be best served through a spirit of cooperation.

1. Staff Racial Balance

In the same paragraph that the Court agrees to dissolve its jurisdiction over staff racial balance, it also states that "the Board will be free to adopt, at least in so far as the Bronson Court Decree is concerned, whatever policies regarding staff racial balance it deems advisable." (See Appendix B, pages 26 & 27) It seems so apparent to everyone that this is advisable that perhaps it is not necessary to restate the issues again in this Report. I will, therefore, be brief in my comments in this regard.

The matter of teacher assignment is too important and complex to be relegated to the ultra restrictive policy under which the District now operates. There is no question that revisions are needed. The Cincinnati Federation of Teachers (CFT) and the Task Force represent the liberal and conservative views on revision and would, therefore, be helpful in any revision process. In addition, the Board needs to gain as much broad based consensus in reaching the parameters of its new policy as it possibly can whether through public hearings or private studies. Questions regarding the practicality of relating staff entitlement with productivity need to be discussed as well as racial balance. Decisions need to be made soon, however, so that the new policy will become applicable for next school year.

The Personnel Office should already have begun interviewing candidates for 1992-93. The Cincinnati School District is in competition with all other school districts in this area. As in any other business, the best candidates will be among the first to be offered contracts. If our Personnel Office is operating under old policy and/or budget restrictions, it is possible that the Cincinnati School District will lose its opportunity to secure the best teachers for specific assignments, hence attenuating the chances of optimum teacher placement. This is a preventable problem that should be addressed immediately so that the children in our community will have a fair chance at having the best teachers available.

2. Coalition of Innovative Schools (CIS)/Low Achieving Schools

The school and street-wise new administration that is operating the CIS program deserves all of the support the community can offer. Progress can be seen in both the cognitive and affective realms: Teacher, student, and parent attitudes have begun to improve; the spirit of confidence among the principals literally pulls bystanders along with them while simply overwhelming the nay-sayers; even achievement scores seem to have turned the corner and are, once again, improving. In fact, three CIS schools, Hays, Heberle and Hoffman, have already achieved Merit School status! CIS is certainly one of the areas in the legacy of the Bronson Settlement that has the potential to make significant lasting contributions to the subject of inner-city educational practices.

As good as one may feel about the new program approaches in low achieving schools, however, the enthusiasm must be tempered by the realities of the situation. As badly as we would all wish to think that somehow the problems of the disadvantaged can be eliminated by a fresh new school program, we must accept that this is not going to happen for each child of the inner-city. Unfortunately there are no miracle cures for problems of such complexity and magnitude. However, a reasonable level of overall improvement is achievable and will be expected by the Court, community and staff.

Fortunately, the new administration has enough self-confidence to show that it recognizes these facts, and has submitted a realistic set of new goals for the CIS program. While there is always room for adjustments to a set of objectives, the ones offered by the District this Fall (1991) seem to show an honest attempt to provide a yardstick to measure reasonable compliance with the intended expectations of the Bronson Consent Decree. If there are future questions or negotiations needed to arrive at a set of goals universally acceptable to the Parties, the Facilitator will be available to assist in the process.

3. Student Discipline

The Parties are now in the process of jointly defining the problems associated with student discipline and selecting an external investigatory team to examine the issues and causes of the disparity between the ratio of black and white student suspensions. Although the issues may not be immediately solvable, the process most certainly will help clear the air and help the Parties come to a better realization of major school and social problems.

Some things can be stated at the beginning of the processes that may help to keep the perspective. First, there will be no simplistic answers. Second, no generalities will be applicable; if generalities are offered as solutions, they will be wrong about as many times as they are right. Last, the status quo and its defense is no longer acceptable; it must be recognized that if the system continues to do the same thing it has always done, it is likely that the same results will occur. However, those results are currently being found objectionable.

Next year, if the discipline study process stays on schedule, the Parties will have the opportunity to implement the recommendations which will be forthcoming before the end of Spring, 1992. Hopefully, there will be specific suggestions for installing strong student safety nets, like the twenty-nine in-school and fourteen Saturday suspension classes already in place. Additionally, it is hoped that implementation and execution of the recommendations will be somewhere between the ball-bat ala Joe Clark approach and the rose colored glasses of the behaviorists of the "60´s." The Garden of Eden may not be possible, but hell-on-earth need not replace it.

4. Continuation of Bronson Initiatives After the Dissolution of Court Jurisdiction

Although the Court will continue is involvement in some Bronson issues until at least June, 1993, it seems only reasonable that the District should anticipate some of the decisions that will have to be made once all jurisdiction is dissolved. It is clearly evident from the public statements made by some Board of Education members last year that "Bronson" is considered by them as a "saddle," or "straightjacket," or "something to be put behind us." Such thinking is more than a little disturbing to me!

The Bronson Consent Decree is a contract that was designed by the Parties to insure that the District would continue the efforts it had begun of its own good intentions ten years earlier. There is nothing in the contract that can be construed as new or imposing with the possible exception that the low achieving schools were to be guaranteed sustained special attention. But even in this regard, Bronson merely added millions of extra dollars to defer the costs and enrich the quality of the "School Improvement Program" which had been in operation years before the Bronson Settlement. Rather than viewing the Consent Decree as a burden, most thinking persons associated with the Settlement saw it as a way of closing ranks with the community, putting an end to the millions of dollars of legal fees, and gaining closure on what was meant by "Quality, integrated education," the Board´s number one goal. It was as close to a "Win/Win" settlement as one can find in the history of similar litigation.

I believe that it would be in everyone´s best interest if the District were to reflect upon the wisdom that it has gained from the Bronson Settlement and begin to translate that knowledge into Policy. The policies may not be popular with everyone, but at least everyone will know what the intentions of the District are. From this position of shared information, the community can move forward to resolve future points of disagreement through the processes established by the Board of Education, rather than the Court.

APPENDIX A

SETTLEMENT AGREEMENT

This Settlement Agreement ("Agreement") is entered by the signatories in order to settle the litigation styled Mona Bronson, et al. v. Board of Education of the City of Cincinnati, et al., Civil Action No. C-1-74-205 ("Action"), between a certified class of Plaintiffs ("Plaintiffs"), the Ohio State Board of Education and the Superintendent of Public Instruction of the State of Ohio ("State Defendants"), the Board of Education of the City School District of the City of Cincinnati and each of the Members of that Board ("Board"), and the Superintendent of Cincinnati Public Schools ("Superintendent"). The Plaintiffs, State Defendants, Board and Superintendent collectively are referred to hereafter as "Parties". As used in this Agreement "Action" refers to all claims made by Plaintiffs against the Board and Superintendent of the Cincinnati Public Schools, and to those claims against State Defendants which seek a remedy within the Cincinnati Public School System.

WHEREAS, the Plaintiffs originally filed this Action against the Board and Superintendent on May 24, 1974; and

WHEREAS, Plaintiffs subsequently amended their Complaint to include the State Defendants; and

WHEREAS, the Parties have entered this Agreement to settle the Action before any testimony has been taken at trial; and

WHEREAS, the Parties recognize that the Board, Superintendent and State Defendants have denied and continue to deny that they or their predecessors have violated the Constitutional rights of any of the students in the Cincinnati Public Schools and deny that any of their acts or omissions, or any acts or omissions of their predecessors have caused racial isolation in the Cincinnati Public Schools to the extent that such isolation exists at present or has ever existed; and

WHEREAS, the Parties recognize that the Board and Superintendent have achieved a reduction in the degree of racial isolation present in Cincinnati Public Schools through school closings, consolidations, open enrollment and through the establishment of alternative schools and programs; and

WHEREAS, the Parties recognize that similar educationally sound programs and efforts will achieve a further reduction in racial isolation; and

WHEREAS, the Parties recognize that Cincinnati Public Schools should have maximum flexibility in determining the means by which such additional reduction in racial isolation to a standard set forth below should be attained and that the particular methods to be used should not be specified and that a school-by-school standard should not be adopted:

NOW, THEREFORE, the Parties agree as follows:

1. COOPERATIVE EFFORTS

The Parties recognize that their successful performance under this Agreement will require the joint application of efforts toward the goal. To the extent that interpretation of provisions of this Agreement may be necessary, the Parties will jointly and cooperatively address those matters. To the extent that hearings may be required to determine that this Agreement is a fair and adequate settlement in accordance with the Federal Rules of Civil Procedure, the Parties will cooperate in and support efforts to achieve a finding that this Settlement Agreement is fair and adequate.

If any private individual or individuals or any group seeks in a separate action or proceeding relief which would be inconsistent with the systemic relief incorporated in this Agreement, all Parties will take any steps needed to preserve the integrity of this Agreement.

2. THE MAJOR GOAL AND ITS ACHIEVEMENT

A major goal of this Agreement is to continue the significant progress made in reducing racial isolation and to achieve a further reduction in the racial isolation of students in Cincinnati Public Schools. That goal is to be achieved by educationally sound programs which provide quality integrated education. The Board and Superintendent assume the responsibility of achieving that progress and the Board and Superintendent retain the authority to select the methods of achieving that progress.

Because the Cincinnati Public Schools have used the Taeuber Index of Dissimilarity as a means for measuring the reduction in racial isolation and because the Index is a widely recognized standard for gauging the extent of racial isolation in public schools and housing, the Parties agree that compliance with this Agreement through successful performance in reducing racial isolation will be achieved if Cincinnati Public Schools attain the Taeuber Index levels hereinafter set forth. (An explanation of the Taeuber Index is set forth in Exhibit A to this Agreement.)

(a) A Taeuber Index of 36.5 when applied to all Cincinnati Public School students in elementary schools in the 1990-91 school year.

(b) A Taeuber Index of 36 when applied to all Cincinnati Public School students in the middle schools and junior high schools in the 1990-91 school year.

(c) A Taeuber Index of 34 when applied to all Cincinnati Public School students in the senior high schools in the 1990-91 school year.

The parties recognize that the standards agreed to above allow for more racial isolation than is permitted in many school districts that have been ordered by a Court to desegregate but provide for less racial isolation than currently exists in many urban centers.

CPS agrees to use its best efforts to achieve an annual reduction in the Taeuber Index at the elementary, junior and senior high levels.

Although no specific annual reduction in the Index is required by this Agreement, Plaintiffs may initiate a proceeding on or after December 1, 1987 if they believe that there is not a reasonable probability that CPS will succeed in reducing the Index under 2(a), (b) or (c) to the level required by the 1990-91 school year. If, after a hearing, the Court finds that there is not a reasonable probability of success, the Court will order such additional relief as it deems necessary and appropriate consistent with the terms of this Agreement, but not in excess of the financial limitations set forth in Paragraph 3(g)(1) below. As an initial step, the Court may order CPS to develop and present to the Court a plan to achieve the standards.

3. NEW AND EXPANDED ALTERNATIVE SCHOOLS AND PROGRAMS

(a) The Board and Superintendent (collectively referred to as "CPS")[1] will expand and establish new alternative schools and programs ("alternatives") to provide more educationally sound options for students and to reduce racial isolation in the school district. A goal of this element will be the establishment of sufficient alternatives to meet the standards as defined above.

(b) The Alternative Schools and Programs Plan.

A projection of alternatives for the 1984-85 school year will be published prior to the 1984-85 school year and such projections will continue annually through the 1990-91 school year. CPS may, consistent with the provisions of c(1) and c(2) of this paragraph, at its option, add, delete or revise such alternatives as sound planning dictates in order to provide successful programs and achieve the standards defined above.

(c) Policies and Procedures for Alternatives.

The Cincinnati Board of Education's policy on Admission to Alternative Programs (5111.3) (attached hereto as Exhibit B) shall remain in effect substantially in its current form. In administering this policy, students applying for admission from schools which reflect racial isolation will be given a priority period within which to apply for alternatives so long as their admission otherwise meets the requirements of that policy.[2] The Board's policy on Retention in Alternative Programs (5116.1) (attached hereto as Exhibit C) shall also remain in effect substantially in its current form so long as it is clear in that policy that the codes or regulations which may justify the non-retention of a student without parental consent are distributed to parents before they are utilized to justify the removal of a student. The "Procedures & Operations" (attached hereto as Exhibit D) with respect to alternative programs may be revised from time to time so long as such revisions are consistent with the policies noted above.

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[1] While the "Board" and "Superintendent" are referred to collectively as "CPS", it is recognized that the Board has responsibilities for policy and the Superintendent has responsibilities for implementing and administering policy.

(1) Existing Programs

Alternatives that have been in operation for one full school year after the execution of this Agreement that remain racially isolated[3] shall not apply for continued State funds as specified in provision 3(g) of this paragraph, unless CPS redesigns the program in a way it believes will reduce racial isolation. If such alternatives are continued, notwithstanding the unavailability of State aid, CPS will make further efforts to reduce racial isolation in these alternatives.

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[2] For purposes of this clause in this Agreement, and only for the purposes of this clause, "isolation" shall mean students in those schools which are 90% or more of one race.

[3] For purposes of this clause in the Agreement, and only for purposes of this clause, racially isolated shall mean that 90% or more of the students are of one race.

(2) New Programs

New alternatives, before being implemented, will be reviewed by the Alternative Schools Committee in the light of estimates of projected enrollments by race. Where after such review, CPS determines that the implementation of a particular new alternative will not advance CPS toward the standards defined above, that alternative will not be implemented.

(d) Informing Students of Alternative Availability.

Each year CPS will undertake to inform all students of the availability of the alternatives, with a concerted effort directed to students in those schools which reflect racial isolation. CPS will establish a recruitment and counseling center with a staff and budget (which will be published) to encourage student selections of alternatives, to encourage every parent and student to make a school choice, and to inform parents how to choose among alternatives for their children. Among the tools used by the recruitment and counseling center will be the publication and wide dissemination of a booklet describing all programs and opportunities and the procedure for application.

(e) An Alternative Schools Committee.

The Superintendent shall maintain the Alternative Schools Committee consisting of persons representing the school administration, staff and community at large, including at least one representative designated by the National Association for the Advancement of Colored People ("NAACP"). The activities of that Committee and the methods of evaluating alternatives shall be as set forth in the "Alternative Program Manual" which Manual may be revised from time to time consistent with Board policy.

(f) Location of New Alternatives.

To the extent consistent with sound education planning, the new alternatives identified above will be located at schools which, at the time of implementing such alternatives, reflect racial isolation.[4]

(g) The State's Financial Participation.

(1) The State of Ohio will pay to CPS 50% of the expenses incurred by CPS in designing, implementing, administering and maintaining educationally sound programs reasonably expected to reduce racial isolation to the stan-

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[4] For purposes of this clause in the Agreement, and only for purposes of this clause, "isolation" shall mean those schools with 80% or more of their students being of one race. To the extent consistent with achieving the levels set in this Agreement, new alternatives will, so far as possible, be located in a way which contributes to equitable treatment of black and white students in the performance of this Agreement.

dards defined above.[5] The State of Ohio will pay 50% of the unreimbursed expense attributable to the transportation of students who are being transported for the reduction of racial isolation. "Unreimbursed expense" shall mean that portion of this expense which remains after deducting the State Transportation reimbursements applicable to students involved in such transportation.

The total of the expenses referred to above shall be limited to those incurred during the seven school years 1984-85 through 1990-91,[6] and the State of Ohio payments shall not exceed thirty-five (35) million dollars during the seven year term.

(2) The State Defendants shall accord to CPS complete discretion to devise and employ the programs it wishes to use for the purpose of reducing racial isolation without interference from or accountability to the State for the success or failure of the measures which CPS selects.

(3) Beginning in December, 1984, payments by the State shall be made semi-annually in the months of December and June upon the submission of vouchers by CPS

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[5] Such expenses may also include those incurred in connection with programs ancillary to the reduction of racial isolation as set forth in Exhibit E attached hereto.

[6] Such expenses may also include those incurred during the 1983-84 school year in connection with preparatory activities for the 1984-85 school year. Those preparatory expenses will be treated as 1984-85 expenses.

covering costs actually incurred by CPS. Such payments shall be in addition to all other state and federal funds to which CPS may be entitled under law and regulations existing at the time of the submission of the vouchers.

4. MAINTAINING THE OPEN ENROLLMENT POLICY

(a) To assist in the reduction of racial isolation under this Agreement, the Cincinnati Board of Education's policy on Open Enrollment (5111.4) (attached as Exhibit F) shall remain in effect in substantially its current form. CPS "Open Enrollment Procedures" (attached as Exhibit G) may be revised from time to time as long as such revisions are consistent with the Board's open enrollment policy that all transfers improve racial balance in the receiving schools and not adversely affect racial balance in the sending schools.

(b) Each year CPS will undertake to inform all students of the availability of open enrollment transfers with a concentrated effort directed to eligible students in schools which reflect racial isolation. CPS will establish, in connection with the recruitment and counseling center to be established under Paragraph 3(d) above, information for distribution to students regarding the opportunities under the open enrollment policy.

(c) To guard against Special Transfers which may adversely affect racial balance, CPS will enforce procedures which relate to such transfers.

5. MAINTAINING STAFF RACIAL BALANCE

The Cincinnati Board of Education currently has in force a policy which requires that the staff in each of its schools has a racial composition which is within 5% of the racial composition of the staff in the district as a whole. The Board shall maintain that policy in effect and take the steps necessary to assure that it is enforced.

6. MAINTAINING UNBIASED TESTS AND POLICIES

The Cincinnati Board of Education currently has in force policies which require the unbiased application of discipline, and CPS currently has in force procedures to insure that tests administered throughout the district do not reflect cultural bias. Those policies and procedures will remain in force subject to any modifications determined by CPS to be necessary to assure their effectiveness. Recognizing that it is important that discipline be, and be perceived to be, fair and consistent for students of all groups, CPS will constitute a district-wide ad hoc discipline committee which will, on an annual basis beginning in 1985, review the CPS discipline policies. The results of that review will be conveyed to the CPS Superintendent by June 30 of each year. A representative designated by the NAACP will serve on that committee. CPS will also periodically review its system-wide tests to assure that they continue to meet prevailing professional standards and are being used in accordance with such standards.

7. ISOLATION THROUGH PLACEMENT OR CHOICE WITHIN BUILDINGS

The Parties recognize the importance of guarding against the racial isolation of students within school buildings. CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by CPS periodically to determine whether any modifications are necessary to assure their effectiveness.

8. IMPROVEMENTS IN LOW-ACHIEVING SCHOOLS

The Parties recognize that CPS is committed to a school system which strives for excellence in the academic pursuits of all of its students and that there is a particular need to address the educational needs of students in low-achieving schools. CPS will continue to target school improvement programs (e.g., Chapter I of E.C.I.A., D.P.P.F. and U.E.D.P.) to students in low-achieving schools. The Superintendent has developed and is developing special strategies for improving the basic skills of students in low-achieving schools while addressing the educational needs of low-achieving students wherever they are assigned. CPS will implement such a program at a total cost of approximately 5 million dollars over the seven year term of this Agreement.

CPS will seek to supplement the funds available for such a program through continued efforts to secure resources from foundations and other sources.

9. EXTRACURRICULAR ACTIVITIES

Students who are enrolled in a school other than their districted school shall be eligible for and encouraged to participate in all school programs (academic, athletic, extracurricular and other) and reasonable steps shall be taken to facilitate their participation. For example, participation in after-school activities will be facilitated by the provision where needed of extracurricular buses or other forms of transportation.

10. HOUSING

The Parties agree to take the following actions:

(a) Promptly after the entry of the Consent Decree, the Parties will submit letters to all local, state and federal agencies that have jurisdiction over housing or community development issues (such agencies are listed in Exhibit H attached hereto and are hereinafter referred to as "housing agencies"), informing them of the provisions of the decree and requesting advance notice of any proposed siting decision or other action which would have a potential impact on racial isolation in the public schools.

(b) Information provided by the housing agencies in response to the requests will be subjected to prompt analysis by each Party to determine the potential impact on racial isolation in the public schools.

(c) When the analyses are completed, the Parties will notify each other in writing of their findings as to potential impact (CPS and the NAACP will each designate its representative to whom this information will be communicated).

(d) In the event that CPS finds that a proposed action of a housing agency will have a potential adverse impact on racial isolation in the public schools, CPS will communicate its finding and concerns to the appropriate housing agency and will notify Plaintiffs' representative of the response to such communication.

11. PROVISIONS TO FACILITATE EFFECTIVE PERFORMANCE

The Parties agree to the following steps, designed to assure the effective performance of the Agreement:

A. The Appointment of a Facilitator

1. Selection of a Facilitator

(a) within 30 days of the entry of the Consent Decree, the Plaintiffs and CPS shall seek to agree on the selection of a Facilitator.

(b) if Plaintiffs and CPS are unable to agree upon the selection of a single Facilitator within the requisite 30 days, they may seek agreement upon the selection of two Facilitators.

(c) if no agreement is reached by Plaintiffs and CPS within the 30 day period, the selection of a Facilitator will be left to the Court.

2. The duties of the Facilitator shall be:

(a) to collect and analyze reports and other information pertinent to performance under the Agreement. The types of information which may be obtained from the CPS, the State or other government agencies are set forth in Exhibit I.

(b) to act as a clearinghouse to disseminate information to the Parties and to the public.

(c) to serve as a resource for the communitywide task force to be established pursuant to the provisions of subsection B of this paragraph.

(d) to file timely reports with the Court and the Parties on progress under the Agreement, including recommendations on any steps needed to assist in effective performance of the Agreement. The Facilitator shall not make any recommendations which are inconsistent with the provision above that CPS shall determine the means to be used in reducing racial isolation, unless such recommendations are requested by the Court.

3. Budget and Funding.

(a) Within 30 days after selection, the Facilitator, after consultation with the Parties and the Court, will develop and submit to the Parties a first school year plan for whatever staffing and budgeting are deemed necessary, including expenses incurred between the date of appointment and July 1, 1984. If the Parties are unable to agree on staff and budget, the matter will be submitted to the Court for resolution. Sixty days prior to the expiration of a given school year, the Facilitator shall submit to the Parties a budget for the ensuing school year. If the Parties are unable to agree on that budget, the matter will be submitted to the Court for resolution.

(b) CPS may be reimbursed for the expenses of the office of the Facilitator in accordance with Paragraph 3(g) above.

B. The Establishment of a Communitywide Task Force.

1. The objective of the Communitywide Task Force (hereinafter "Task Force") will be to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Agreement. The Task Force may accomplish this objective by such means as: the dissemination of information about the opportunities and options made available to parents and students under this

Agreement; the dispelling of misinformation about the provisions of the Agreement; and, assistance in securing financial and technical support for CPS in carrying out this Agreement.

2. The Task Force shall consist of 14 members, drawn from business, labor, civic, religious, civil rights, education or other organizations in the community. Individuals who do not represent an organization will also be eligible to serve. The Plaintiffs and CPS shall each select seven members of the Task Force, and each shall seek to include one educator from a school district in Hamilton County. One of the members of the group selected by each Party for membership on the Task Force may serve on each of the CPS committees cited in this Agreement and any other non-Board CPS committees that have functions related to the effective performance of this Agreement, except the Superintendent's Cabinet and any other committee which deals with personnel matters. The Task Force will select its own Chairperson.

C. A Determination of the Need for Measures for the Resolution of Problems and Disputes.

Nine months after the entry of the Consent Decree, the Court will schedule a hearing for the purpose of determining whether problems or disputes arising under this Agreement are effectively being resolved. If, after hearing the presentations of the Parties and any recommendations of the Facilitator, as to the need for a dispute resolution mechanism, the Court determines that there is a need for the establishment of such a mechanism, it will enter an appropriate Order in that regard.

12. REMEDIES FOR BREACH OF AGREEMENT

In the event of breach of this Agreement, the remedy for such breach shall be through a suit seeking specific performance hereof. In the event that any decree for specific performance is not honored, the aggrieved Parties may seek appropriate relief through this Court's contempt powers. However, before a suit for specific performance shall be instituted, the Parties shall, for a period of 60 days following notice to all Parties of such alleged breach, undertake to negotiate such steps as can be taken to remedy the failure of any Party to meet the obligations of this Agreement.

The Parties recognize that in a suit brought for specific performance of this Agreement, the defense of impossibility of performance will be available.

In any proceedings to enforce this Agreement, no claim of de jure segregation shall be asserted against the Cincinnati School District, the Cincinnati Board of Education or any official employed thereby, or against the State Defendants, based upon any acts or omissions prior to the date of this Agreement, and the Plaintiffs agree that they, and the class they represent, are forever absolutely barred from asserting any claim based on acts or omissions that occurred prior to the date of this Agreement.

During the term of this Agreement, compliance with this Agreement shall be deemed to be compliance with the mandate of the 14th Amendment to the Constitution of the United States.

13. HEARING

The expiration date of this Agreement will be June 30, 1991, unless previously altered by agreement of the Parties and/or by Order of the Court. Not less than 30 or more than 60 days prior to the expiration of the Agreement, a hearing will be held before this Court for the purpose of determining, based upon any claims and/or defenses presented by the Parties, whether there has been compliance with the Agreement. If the Court finds that compliance has been achieved, it will dissolve the Decree. If the Court finds that compliance has not been achieved, it may retain jurisdiction and order such additional steps as it deems necessary and appropriate.

14. ESAA FUNDS

The Parties agree that promptly upon the entry of the Consent Decree they will jointly exercise their best efforts to obtain the release of the total funds held in escrow, plus accrued interest, by the United States Department of Education pursuant to Judge David S. Porter's Orders of June 21, 1974 and June 24, 1976, in the case styled Board of Education of the City School District of the City of Cincinnati v. Department of Health, Education and Welfare, Civil Action No. C-1-74-185.

15. RESOLUTION OF ISSUES

Upon the incorporation of this Agreement into a Consent Decree, this Action against the Board, Superintendent and State Defendants will be dismissed with prejudice.

This Settlement Agreement resolves all issues in this Action between the Parties relating to alleged acts and practices of discrimination by the Board and Superintendent and the State Defendants at any time prior to the date of this Agreement, as well as any future effects of such acts and practices.

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Exhibit B - Policy 5111.3

Exhibit C - Policy 5116.1

Exhibit D - "Procedures & Operations"

Exhibit E - Estimated Budget

Exhibit F - Policy 5111.4

Exhibit G - Open Enrollment Procedures

Exhibit H - List of Federal, State, County & City Agencies

Exhibit I - Information To Be Collected and Analyzed By Facilitator

EXHIBIT

A

TAEUBER DISSIMILARITY INDEX

$$D = 1/2\ (100) \sum \left| \frac{N_i}{N} - \frac{W_i}{W} \right|$$

where N_i = number of black pupils in the $i^{\underline{th}}$ school;

$N = \sum N_i$ = total number of black pupils in the district

W_i = number of white pupils in the $i^{\underline{th}}$ school;

$W = \sum W_i$ = total number of white pupils in the district

"Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970" by A. Sorensen, K. E. Taeuber, and L. J. Hollingsworth, Jr., Sociological Focus, 8, 125, 1975.

EXHIBIT

B

STUDENTS 5111.3

Admission to Alternative Programs

Alternative programs in the Cincinnati Public Schools are designed to provide options for children relative to curricular emphasis, learning and teaching styles, structure, learning outcomes, and other factors which may distinguish alternative programs from the conventional program. The system will provide the best information available about each alternative program for all pupils. On this basis, a student's interest in a given alternative will be a major factor in determining admission.

A second major factor in determining admission is the meeting of basic eligibility requirements, including pupil age or grade level.

The achievement of racial balance within an alternative program is a third major factor in admission. The goal is for each alternative program to have the maximum racial balance consistent with the other objectives of the program. To the extent that qualified applicants must be rejected from a given alternative program or school because of capacity limitations, rejections from each alternative will be selected in such a way so that the enrollment of each alternative program or school will tend to substantially reflect the racial characteristics of the district as a whole.

Adopted: 6/9/75

EXHIBIT

C

STUDENTS 5116.1

Retention in Alternative Programs

Upon enrollment, it is assumed the student will remain in the selected alternative until completion of the total program. Students are free, however, to withdraw and return to their district school at any time they feel the program no longer meets their needs. Preferably, withdrawals should be effected at the end of the ongoing quarter.

Student who are evaluated as unsuccessful in an alternative program may be counseled back to a regular (or other alternative) program. Any change in program requires pupil and parent consent. Certain alternative programs may pose special exceptions to this latter rule. For example, a student who violates codes of conduct or dress which are intrinsic to a Fundamental School could be returned to the district school without parental permission.

Adopted: 6/9/75

A-26

EXHIBIT

D

ALTERNATIVE PROGRAMS

CINCINNATI PUBLIC SCHOOLS

PROCEDURES & OPERATIONS

230 E. NINTH ST., CINCINNATI, OHIO 45202 / (513)369-4020

EXHIBIT

E

Estimated Budget
(In Millions of Dollars)

	Seven Year Totals
New and Expanded Alternative Programs	29.0
Planning	
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Continuation of Existing Alternative Programs	71.0
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Ancillary Programs	
Community Education	1.0
Basic Skills Improvement	5.0
Seven Year Total	106.0

EXHIBIT

Open Enrollment

The open enrollment in effect in the Cincinnati Public Schools is designed to serve as one means of improving racial balance within the pupil population of the schools.

Transportation arrangements for open enrollment students shall be made in accordance with transportation policies of the board of education.

In achieving the goal of racial balance, within the open enrollment program, the following criteria shall be adhered to:

1. The pupil assignment will improve racial balance in the receiving school and does not adversely affect the racial balance of the sending school.
2. The pupil assignment will not adversely affect the pupil capacity of the receiving school. Senior high schools function as an exception to this arrangement. Space will be provided in senior high schools for all otherwise eligible pupils applying on or before April 30 for the next school year. Subsequent applications will be placed on a waiting list for consideration as seats become available.
3. Only one open enrollment assignment will be approved in the same school year for each pupil.
4. Pupils assigned to a school under this policy are expected to remain in the school assigned until the completion of the grade levels available at that school, and the school will be considered the school of assignment until reassignment occurs.
5. The open enrollment admission plan does not apply to Walnut Hills School or to alternative programs.

The superintendent shall establish procedures designed to carry out this policy. Pupils accepting open enrollment school assignments shall abide by the provisions of those procedures.

Adopted: 6/27/77
Revised: 1/25/82

EXHIBIT

G

OPEN ENROLLMENT PROCEDURES

CINCINNATI PUBLIC SCHOOLS
Department of Curriculum and Instruction

June, 1983

EXHIBIT

H

HOUSING AGENCIES

Federal

1. Department of Housing & Urban Development
2. Department of Transportation

State

1. Ohio Housing Authority
2. Dept. of Economic Development
3. Ohio Housing Development Commission Board
4. OKI - Ohio/Kentucky/Indiana Regional Planning Commission

County

1. Hamilton County Community Development Dept.
2. Hamilton County Regional Planning Dept.
3. Regional Planning Commission
4. Zoning Board of Appeals
5. CMHA - Cincinnati Metropolitan Housing Authority

City

1. Dept. of Neighborhood Conservation and Housing
2. City Planning Commission
3. Office of Relocation

EXHIBIT

I

INFORMATION TO BE COLLECTED AND ANALYZED BY THE FACILITATOR

The types of information to be collected and analyzed by the Facilitator shall be pertinent to the performance of this Agreement and may include: CPS' annual calculation of the Taeuber Index at each level, pursuant to Paragraph 2, including the data on which the calculations are based and data showing for each school the identity of the students' sending school; CPS' plans for the development and location of new and expanded alternatives under Paragraph 3, including recommendations of the Alternative Schools Committee; data on State funding under Paragraph 3; data on open enrollment and other transfers permissible under other policies under Paragraph 4; data on faculty and other staff under Paragraph 5; data on discipline and testing under Paragraph 6; data on placement of students under Paragraph 7; data on achievement levels and programs to aid low-achieving students under Paragraph 8; data on treatment of students in extracurricular activities under Paragraph 9; and, data on housing under Paragraph 10.

APPENDIX B

FILED
KENNETH J. MURPHY
CLERK

91 JUN 25 PM 2:04

U.S. DISTRICT COURT
SOUTHERN DIST. OHIO
WESTERN DIV. DAYTON

IN THE UNITED STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF OHIO
WESTERN DIVISION

MONA BRONSON, et al., :

Plaintiffs, :

vs. : Case No. C-1-74-205

BOARD OF EDUCATION OF : Judge Walter Herbert Rice
THE CITY SCHOOL DISTRICT :
OF THE CITY OF CINCINNATI, :
et al., :

Defendants. :

DECISION AND ENTRY CONCLUDING THAT CINCINNATI SCHOOL DISTRICT IS IN COMPLIANCE WITH RESPECT TO CERTAIN ASPECTS OF CONSENT DECREE AND NOT IN COMPLIANCE WITH RESPECT TO OTHERS; PURSUANT TO ITS TERMS, CONSENT DECREE MODIFIED TO RELEASE THIS COURT'S JURISDICTION OVER CINCINNATI SCHOOL DISTRICT ON THOSE ASPECTS OF CONSENT DECREE WITH WHICH IT IS IN COMPLIANCE AND TO RETAIN CONTINUING JURISDICTION FOR A MINIMUM PERIOD OF TWO YEARS OVER CERTAIN OF THOSE ASPECTS OF CONSENT DECREE WITH WHICH IT IS NOT IN COMPLIANCE; LENGTH AND TERMS OF CONTINUING JURISDICTION SET FORTH; CONFERENCE CALL SET

On February 15, 1984, the people of Cincinnati, represented by Plaintiffs, a group of school children in the Cincinnati Public School System, and the Defendant, the Board of Education of the Cincinnati School District (CSD), came together and, in the best interests of all concerned, settled this school desegregation lawsuit. It was both a historic and a significant moment. For the first time, a lawsuit which had been filed seeking a remedy of court-ordered desegregation had been settled and settled in a manner that allowed the very school district which had been charged with promoting or allowing unconstitutional segregation within its midst to be placed in the unique position of "Captain of its Own Ship," with a destination to the voyage defined in terms of objective desegregation goals, negotiated at arms length between people of good faith (as opposed to being ordered by a court as a remedy subsequent to a finding of intentional, systemic discrimination), but with the means to achieve that successful voyage, those agreed upon desegregation goals, wholly and totally left to the discretion and informed judgment of that school district's board of education.

That this litigation was settled short of trial was a tribute both to the good faith and good will of the participants, secure in the knowledge that all parties desired and were committed to the same goal---quality, integrated education---and to the realization that in a hard-fought, fully litigated school desegregation lawsuit, there are no winners, for regardless of which side ultimately prevails, after years of trials and appeals, after untold thousands or millions of dollars in expenses and fees and after millions of words spoken in anger within the crucible of a courtroom setting, all parties would be the losers, plaintiffs, defendants and the people and educational system of Cincinnati, due to the residue of bitterness, anger and division that would hover over and poison the effectiveness of the school system for years to come.

The Agreement which ended this litigation, which was ultimately approved by this Court and incorporated into a Consent

Decree on June 22, 1984, requires the Court to determine, prior to the scheduled expiration date of the Decree on June 30, 1991, whether there has been compliance with the underlying Settlement Agreement.[1] If the Court finds that compliance has been achieved, it is to dissolve the Decree. If, on the other hand, the Court finds that total compliance has not been achieved, it may retain jurisdiction and order such additional steps as it deems necessarily appropriate. See Section 13 of Consent Decree approved June 22, 1984.

It is not the function of this document either to determine the present quality of education within the Cincinnati School District, to suggest methods by which that quality can be improved or to render a decision on whether that school district, having been granted ultimate discretion as to the method of achieving mutually bargained for and agreed upon desegregation goals, aided and assisted by 35 million dollars of state funds over the seven-year period of the Consent Decree, has made the most of the opportunity, as some would suggest, or has "flat-out blown that opportunity," as others are wont to say. Answers to those questions, intriguing though they may be, are for the people of Cincinnati rather than for a federal court to make. Rather, this writing is in the nature of a report card, grading the Cincinnati School District upon its compliance (or lack of same) with the Consent Decree, in order to determine whether the District will receive a passing grade for compliance, and thus the termination of the Consent Decree and this Court's jurisdiction, or a less than satisfactory rating in this regard, thus requiring this Court to retain that jurisdiction in whole or in part.

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[1] The parties entered into the Settlement Agreement on February 15, 1984. Following a hearing in April, 1984, that Settlement Agreement was approved as a Consent Decree on June 22, 1984. The Settlement Agreement was thus incorporated into and became the Consent Decree. At times throughout this Opinion, the terms "Settlement Agreement" and "Consent Decree" are used interchangeably.

In assessing these grades, the Court has had the absolutely invaluable and incomparable assistance of a dedicated community-wide Task Force, an able and highly qualified Facilitator and a group of hard working, ethical and honorable attorneys. The Task Force, established under the terms of the Settlement Agreement, with the objective of mobilizing and securing the widest possible support throughout the community for a fair and effective performance of the Consent Decree, has, since its initial meeting on January 10, 1985, worked tirelessly toward the goal of quality, integrated education for the school children of Cincinnati. Words can never be adequate enough to express this Court's appreciation to the members of the Task Force for the tireless manner in which they have gone about their work and the meaningful and significant contribution they have made both to the process of monitoring the Consent Decree and to the community as well.

The court-appointed Facilitator, Dr. Robert Evans, has likewise aided the monitoring process by the professional, low-key and objective manner in which he has served as the eyes and ears of the Court and as both a moderating influence and, wherever deemed necessary, as a prod to the parties and the Task Force to keep the goal of preserving the integrity of the Consent Decree for the greater good of the Cincinnati school children ever in mind.

The attorneys deserve words of praise as well, not only for their work in the settlement process but also for their efforts subsequent to the approval of the Agreement by the Court.[2] These attorneys have succeeded in preserving the harmonious atmosphere that allowed settlement to occur and, by avoiding partisan bickering and posturing, have allowed this Court the benefit of facts brought forth during the three interim hearings held since the entering of the Consent Decree.

All of the above: Task Force deliberations, minutes and reports; Facilitator's reports; facts brought forth at interim hearings held in open Court, as well as this Court's observations (which will be commented upon below), thought processes and conclusions reached from a consideration of the foregoing, have enabled this Court to render this report card.

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[2] Along with the attorneys whose work facilitated the settlement process and who have remained with this case throughout this Court's seven-year period of jurisdiction (Thomas Atkins, William Taylor, Trudy Rauh and Mark O'Neill), special mention must be made of those who, once active in the process, have gone on---G. David Schiering, a former School Board member, who has returned to full-time private practice; David Nichols, Special Counsel for the State, tragically gone before his time; and Reginald Govan, who has likewise returned to the private practice of law---and of those who became active in the process only after the Agreement was approved by the Court---John West, John Concannon and William McClain.

Upon consideration of all relevant factors, and based upon the following reasoning, citations of authority and observations, this Court grades the Cincinnati School District as follows for its efforts at compliance during the seven-year term of the Consent Decree: very good in spots, tolerably good in another, not so good in part and, on balance, just not quite good enough for this Court to remove its jurisdiction entirely. Accordingly, the Court will release the Cincinnati School District from those provisions of the Consent Decree upon which this Court has found compliance, will retain jurisdiction over those aspects of the Decree upon which this Court has not found compliance by the Cincinnati School District and, finally, will set forth both the length and terms of this Court's continuing jurisdiction.

Before setting forth its reasoning behind the above conclusions, this Court wishes to set forth certain observations which it deems pertinent for the discussion which will follow:

First, it cannot be over-emphasized that the Settlement Agreement was just that---a voluntary, agreed upon settlement, between two parties to litigation, reached after a number of weeks of arms-length negotiations. As such, the Agreement, while requiring certain goals and results of and from the Cincinnati School District, allowed the District to arrive at those goals and results by means and methods of its own choosing. This Settlement Agreement was not a Court Order which, following a finding of intentionally systemic discrimination, imposed upon a school system a series of mandated results, coupled with a detailed plan to achieve those results. Because of the nature of this Consent Decree, incorporating as it does a Settlement Agreement, this Court is powerless to and, therefore, will not criticize or offer any opinion on the manner by which the Cincinnati School District has carried out its obligations under that Decree, in the particulars upon which this Court has found compliance. Accordingly, this Court will not comment either on the fairness or otherwise of the District's staff racial balance policy or on the interesting and crucial questions of whether the District, by concentrating its attention on the alternative schools and magnet programs as a means of reaching its integration goals, has both unnecessarily strained the District finances and/or placed too little emphasis upon and, therefore, crippled or at least seriously injured the District's neighborhood schools.

Second, the loss of Superintendent, Dr. James Jacobs, little more than a year following the approval of the Settlement Agreement, was a tragic one for the Cincinnati School District. This is so, not because he was superior to his ultimate successor, Dr. Lee Etta Powell, who is a professional of great competence and dedicated to the school children of Cincinnati, but because Jim Jacobs, having been Superintendent during the pendency and settlement of this school desegregation lawsuit, realized full well the extent to which the settlement saved the school district and the City of Cincinnati from the chaos that would have inevitably resulted from a trial and a verdict on that lawsuit, regardless of which side had ultimately prevailed. As a result, Superintendent Jacobs looked upon the Bronson settlement as a golden opportunity to achieve quality, integrated education, through the implementation of certain educational tools (alternative schools, etc.), aided and assisted by 35 million dollars in state funds, all the while preserving the integrity and ability of the Cincinnati School District to chart its own course. The Superintendent who ultimately came on board had no such historical perspective or institutional memory. When she came to Cincinnati, the Bronson settlement was an established fact. With the absence of this historical perspective and the sense of deliverance from litigation, the attendant urgency to comply was lacking. The present Superintendent, with all of her strengths and attributes, failed to instill in her administration a sense of needed urgency to carry out the Consent Decree. As such, Bronson became viewed as little more than an albatross to be hung around the neck of the Superintendent and the school administration. With the loss of the sense of urgency went the loss of the opportunity to comply fully with the Consent Decree, particularly in the areas of the low-achieving schools and unbiased disciplinary policies.[3]

Third, there may be those who complain of the so-called "overpowering federal presence," and who use that involvement as a scapegoat for all of the school system's real or imagined ills. Yet, if the reader will forgive the undersigned a blatantly self-serving statement, never, ever, in the entire history of school desegregation litigation, has there been a more benign, a less intrusive federal presence than in this, the Cincinnati school desegregation case.

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[3] By the time of the third interim hearing, held on January 22, 1991, it could no longer be said that Superintendent Powell lacked this sense of urgency in carrying out the Bronson Settlement. Her testimony reflected an administrator firmly in charge and enthusiastic about the task ahead of her.

Fourth, it must not be overlooked that much good has occurred during the seven-year term of the Consent Decree (both within and beyond the scope of that Decree), that many good things are continuing to occur and, based upon solid foundations built over the past several years by dedicated administrators, principals, teachers and support staffers, will continue to occur into the foreseeable future. The people of Cincinnati have much to be proud of in their schools. Financial troubles, lower than desirable test scores and this Court's having found less than 100 percent compliance with the Consent Decree should neither obscure the fact that in many respects things are in place that will pay dividends in the future nor temper the enthusiasm and desire of the people of Cincinnati to work for the continued improvement of their schools.

Among the many good things that have occurred (or have continued to occur) within the Cincinnati Public School System within the past seven years are the following, upon which this Court concludes that the Cincinnati School District has complied with the Consent Decree:

1. The Cincinnati School District has established an outstanding and nationally recognized system of alternative schools as part of its desegregation efforts.

2. The Cincinnati School District has effectively implemented re-districting and other techniques to break out of the district's racial isolation.

3. The Cincinnati School District's open enrollment policy has made an effective contribution toward reducing school desegregation.

4. Except for buildings which contain both racially divergent alternatives and traditional schools, the Cincinnati School District has not racially isolated students within buildings.

5. As a result of recent improvements in Cincinnati School District's bus pass policy, alternative school students are encouraged to and, in fact, do participate in a wide range of extra-curricular activities as contemplated by the Agreement.

6. In the absence of arguments or contentions to the contrary, it can (and will) be presumed that the Cincinnati School District has been able to continue the successful implementation of a policy designed to insure that tests administered throughout the district do not reflect cultural bias.

7. The NAACP, Cincinnati Board of Education and Cincinnati Metropolitan Housing Authority have cooperated in addressing the housing issues as contemplated by the Agreement.

In all the above areas in which this Court has found compliance with the Settlement Agreement, the Court hereby surrenders its jurisdiction over and, therefore, releases the Cincinnati School District from the operation of the Consent Decree.

A consent decree is essentially a settlement agreement subject to continued judicial policing. *Williams v. Vukovich*, 720 F.2d 909, 920 (6th Cir. 1983). A consent decree has the attributes of both a contract and a judicial decree. *Id*. *See also*, *United States v. ITT Continental Baking Co.*, 420 U.S. 223, 236 n. 10 (1975). Because a consent decree is a final judicial order, the provisions of an approved Consent Decree act as an injunction. *Id*. "The injunctive quality of consent decrees compels the court to: 1) retain jurisdiction over the decree during the term of its existence ...; 2) protect the integrity of the decree with its contempt powers ...; and 3) modify the decree should 'changed circumstances' subvert its intended purpose ...." *Id*. (citations omitted).

Because a consent decree has the attributes of a contract, it is to be construed for purposes of enforcement in the manner of a contract. *ITT Continental Baking*, *supra*, 420 U.S. at 238. As such, a consent decree should be construed consistently with fundamental precepts of contract construction. *Id*. at 238-40; *Halderman v. Pennhurst State School and Hospital*, 901 F.2d 311, 318 (3rd Cir. 1990).[4] However, a consent decree must be construed as written not as it might have been written if the plaintiff had prevailed on all his factual and legal theories. United States v. Armour & Co., 402 U.S. 673, 682 (1971). Therefore, "the scope of a consent decree must be discerned within its four corners, and not by reference to what might satisfy the purpose of one of the parties." Id. Consistent with principles of contract construction, the parties are bound by what they agreed to, no more and no less; the parties are entitled to be bound only by what they have agreed to and no more.

When a consent decree is enforced, the most common method of enforcement is through contempt proceedings. However, because a consent decree is an injunction, a court may use all equitable powers to enforce it.

The Court has the power to extend its period of continuing jurisdiction. The Decree itself contemplates that if there has not been compliance with it, the Court may (but is not necessarily required to) retain jurisdiction over the Consent Decree. Section 13 of the Consent Decree, referenced above, which includes the provision for the hearing at the end of the Consent Decree, provides, in part:

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[4] Among the aids which a court may rely upon in construing a consent decree are the circumstances surrounding the formation of the consent decree, the technical meaning of words used in the consent decree and other documents expressly incorporated into the decree. ITT Continental Baking, supra, 420 U.S. at 238.

> If the Court finds [after the hearing] that compliance has been achieved, it shall dissolve the Decree. If the Court finds that compliance has not been achieved, it may retain jurisdiction and order such additional steps as it deems necessary and appropriate.

Clearly, this language authorizes the Court, upon a finding that there has not been compliance with the Consent Decree, to extend jurisdiction.

Thus, the question before this Court is whether there has been compliance with the Consent Decree. Plaintiffs, in their post-hearing brief, argue that there has not been compliance in the following areas: 1) the goals as measured by the Taeuber Index; 2) the low achieving schools; 3) unbiased discipline policies; 4) staff racial balance; and 5) failure to comply with § 3(c)(1) of the Consent Decree by allowing Burton and Bond Hill to operate as alternative programs when these programs remained racially isolated (90% or more of one race) for more than a year after the Consent Decree was approved.[5]

1. The Taeuber Index

The Agreement set a district-wide standard under the Taeuber Index of Dissimilarity to be achieved by the seventh year, with the school district committed to use its best efforts to achieve annual progress. The Taeuber Index measures the extent to which each school (or classification of schools---elementary, middle and junior high and high schools) reflects the racial composition of the district as a whole. It combines the result of that measurement, and computes a single number between 0 and 100. A reduction in racial isolation causes a reduction in the number (on the Taeuber Index, 100 reflects complete racial isolation and 0 shows that each school, or group of schools, mirrors the racial composition of the district as a whole). In the 1973-74 school year (when this lawsuit was filed), the district-wide Taeuber Index was 76. By the 1983-84 school year (when this litigation was settled), it was approximately 53, a reduction of 23 points in 10 years for an annual average reduction of 2.3 points. Under the Settlement Agreement, the 1983-84 school year index of 53 was to be reduced to approximately 36 (36.5 for elementary schools, 36 for middle and junior high schools and 34 for senior high schools), a reduction of 17 points in seven years, for an average annual reduction of 2.4 points.

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[5] At the hearing of January 22, 1991, the Plaintiffs' focus was on the first three areas of non-compliance.

In November, 1990, the school district announced that as a result of a process, begun on November 13, 1990, of filling all alternative school vacancies with waiting list students, primarily at the elementary school level, substantial reduction in the Taeuber Index had been achieved, sufficient to reduce the Taeuber at the elementary school level to 36, at the middle and junior high school level to 32.2 and at the senior high school level to 30.2 (levels amounting to achieved as opposed to Settlement Agreement goals of 103 percent, 149 percent and 146 percent, respectively).

While one might question the educational soundness of school transfers in the midst of a semester, the fact remains that those who drafted the Settlement Agreement negotiated specific targets or goals, specific numbers on the Taeuber Index, not the manner, method or means of reaching those targets or goals. As long as the methods used by the Cincinnati School District are not illegal (and mid-semester transfers are decidedly not illegal), they are a permissible method of reaching the desired level on the Taeuber Index. Likewise, the use by the Cincinnati School District of November enrollment data, rather than the October state funding enrollment data, previously utilized by the district to determine progress at the elementary school level, and the use of data from different periods to compute Taeuber Index progress for elementary schools (November) as opposed to senior and middle/junior high schools (October), are, in the absence of language in the Consent Decree forbidding the use of such data or mandating a different approach, permissible methods of computing the Taeuber Index.

The Plaintiffs concede that the Cincinnati School District has met its Taeuber Index targets for the middle/junior high and senior high school levels. However, they contend that under an "alternate" method of computing the Index[6], the school district has fallen short of meeting the desired figures at the elementary school level. Plaintiffs state that by agreement between the parties, submitted to this Court on October 24, 1985, the Cincinnati School District agreed to annually compute its Index progress in accordance with this "alternate" method in addition to its "traditional" method, and that, therefore, the "alternate" method should be used to measure the school district's compliance under the Consent Decree. Since the gap between the two methods, at the elementary school level, is presently 0.9 points, Plaintiffs contend that the Cincinnati School District is not yet in compliance at that level.

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[6] Prior to the 1980-81 school year, the Cincinnati Public Schools treated combination buildings, i.e., buildings containing both an alternative and a neighborhood program, as two separate schools in the Index computation. When this change in methodology was reviewed in December, 1985, the Task Force adopted the following recommendation:

While the Court vividly recalls the issue of the alternate versus traditional method of computation of the Taeuber Index being raised during the first interim hearing, the Court also recalls being advised by the parties that no decision needed to be rendered on which was the preferred method under the Consent Decree. No request was made to the Court to modify the Consent Decree by incorporating within that Decree the fact that the Cincinnati School District agreed not only to compute progress

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In order to make effective Section 7 of the Settlement Agreement, combination buildings should be treated as separate schools and a Taeuber Index computed and maintained on that basis, where their populations are racially skewed in opposite directions, unless it can be shown that there is substantial student contact between alternative and regular students in these buildings. For this purpose 'substantial student contact' should be defined as a majority of the school day.

under the Taeuber Index via the alternate method but also to be bound by the results of said computation insofar as measurement of its progress under the Decree was concerned. An agreement to compute a Taeuber Index by use of a certain method falls far short of agreeing to be bound by the results of said computation.

In the absence of a provision in the Consent Decree that the Taeuber Index must be measured under both the traditional and the alternate method and, further, that the Cincinnati School District must achieve the required targets under both methods of computation, to require the school district now, some seven and one-half years after the Agreement was negotiated and some seven years after that Agreement was adopted as a Consent Decree by this Court, to meet a requirement for which it neither bargained for nor agreed upon would be tantamount to changing the Agreement, the rules, at the end of the game. Parties are, as has been previously stated, entitled to be held only to what they have bargained for in a contract and no more. As long as the method of computation utilized by the Cincinnati School District is not unreasonable or misleading (and the label "traditional method" implies that it is neither) and as long as no different or additional method was required in the Decree, together with the requirement that the school district satisfy both, the Cincinnati School District is free to follow the traditional method of computation and to expect to be declared in compliance if computation thereunder meets the target set forth in the Decree. The Cincinnati School District is in compliance with the target set forth in the Consent Decree, as measured by the traditional method of computing the Taeuber Index and, accordingly, is released from this Court's jurisdiction over that portion (Section 2) of the Consent Decree.

2. Low-Achieving Schools

Section 8 of the Consent Decree required the CSD to continue to target school improvement programs at students in low-achieving schools ("LAS").[7] Additionally, § 8 recognized that the Superintendent "has developed and is developing special strategies for improving the basic skills of students in low-achieving schools while addressing the educational needs of low-achieving students wherever they are assigned. [CSD] will implement such a program at a total cost of approximately 5 million dollars over the seven year term of this Agreement." In the Report of the Facilitator of November, 1990, as well as in the testimony introduced at the hearing of January 22, 1991, there is a full description of the history of the initiatives directed at the LAS. During the first two years of the Consent Decree, a program called Effective Schools was directed at the LAS. The Effective Schools Program showed initial promise. However, this period of initial success was followed by a three year period of what can best be described as "benign neglect." This period was highlighted by declining test scores of students in the LAS. A warning from Facilitator Robert Evans, coupled with his recommendations to focus on developing strong leadership and teaching staffs, was largely ignored. The period of benign neglect was in turn followed by the adoption of a new comprehensive five-year plan in the 1989-1990 school year.[8] While § 8 of the Consent Decree does not impose objectively quantifiable goals and results which must be reached (for instance, § 8 does not require that the students in the LAS reach specific levels in their standardized test results),[9] the Consent Decree, as is the situation with all contracts even through the most restrictive of constructions, imposes upon the CSD the element of good faith. In other words, the CSD was required to implement a plan which, based upon a track record developed within and over the seven-year term of the Consent Decree, had a reasonable chance of successfully addressing and ameliorating the problems of the LAS. Section 8 also obligated the CSD to seek to improve the LAS throughout the entire course of the agreement, not merely to implement a program, regardless of the quality of that program, so close to the end of the Consent Decree period that it is impossible to say at this juncture whether that program has a reasonable likelihood of success.[10,11]

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[7] The CSD now refers to the Low-Achieving Schools as the "Coalition of Innovative Schools." As the Consent Decree uses the term "Low-Achieving Schools," the Court will use that term in this Decision rather than the far more euphemistic term now employed.

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[8] More than the first year of this program was spent on planning and implementation. Therefore, this program has had the opportunity to benefit students for less than one school year. Moreover, there has also been less than one school year to gauge whether the program will be successful and actually benefit the students in the LAS.

[9] There is one quantifiable requirement contained in § 8, the obligation of CSD to expend approximately $5 million on strategies directed at the LAS. Plaintiffs do not contend that this sum was not expended.

Based upon the history of the Cincinnati School District's initiatives directed at the LAS, the Court concludes that CSD has not complied with § 8 of the Consent Decree. It has not adopted consistent initiatives directed at the LAS which could provide a track record by which its good faith can be judged. Moreover, it has not implemented programs directed at the LAS throughout the entire term of the Consent Decree. Accordingly, pursuant to § 13 of the Consent Decree, the Court will retain continuing

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[10] During the fairness hearing of April 24, 1984, which this Court held to determine whether to adopt the Settlement Agreement reached by the parties as a Consent Decree, William Taylor, Esq., lead negotiator for the Plaintiffs noted that the LAS initiative "will provide educational opportunities for students who will not in the near future obtain the benefits of a desegregated education." Doc. #715 at 32. Moreover, in adopting the Settlement Agreement as the Consent Decree now under consideration, this Court recognized that § 8 of the Consent Decree would result in "a strong program of remedial education" being directed at the LAS. Bronson v. Board of Education, 604 F. Supp. 68, 75 (S.D. Ohio 1984).

[11] Within the LAS, class sizes have been reduced, thus allowing each child to receive more individualized instruction from his or her teacher. This result is primarily attributable to an infusion of Title I funds from the federal government, rather than from any plan or initiative directed by or from the Cincinnati School District (The individual school building principals retain the discretion as to how these funds are spent. The bulk of these principals have opted to utilize these funds to reduce class size.)

jurisdiction for at least a two-year period of time over the implementation of § 8 of the Consent Decree.[12]

Over the course of three days, this Court visited every one of the low-achieving schools, speaking to principals, supervisors, teachers and students.[13] One wishes, in describing these experiences, that there existed within him the soul and writing ability of a poet, rather than the prosaic writing style of a lawyer turned Judge. Suffice it to say, that when one realizes the obstacles against which these dedicated people fight every day of their working lives, when one realizes that they keep alive the expectation and promise of success in their pupils' minds, rather than the inevitability of failure, then one realizes that when he is in the presence of a principal or teacher in these schools, he is in the presence of true giants, whose work and daily contributions make the lives and contributions of others, more highly publicized or more richly rewarded in financial terms, seem meaningless by example.

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[12] Although the Cincinnati School District indicated that it intends to continue to implement the present program after the termination of the consent decree, the Court, in absence of continued jurisdiction over this portion of the consent decree, does not understand that the Cincinnati School District would be legally bound to do so.

[13] This is a statement which apparently not one Board member can make. Based upon discussions with principals in each school, it appears that one Board member has visited almost all of the schools, another has visited two or three and no other Board member has visited any one of these school buildings. While this Court's survey is far from scientific, the small universe that was required to be sampled gives credibility to the above findings. This Court finds these facts to be as inconceivable as they are unconscionable. It is absolutely inconceivable (read "unbelievable") to this Court that duly elected public officials, charged by their constituents with the stewardship over public education within their city, would fail to visit and to become involved in these schools where "the action truly is," where the battle for the hearts, souls and minds of school children living in the heart of the central city will be fought through the remainder of this century and far, far into the next. This is a battle which we, as a society, cannot afford to wage with less than every resource at our command, for it is a battle, a war that we cannot afford to lose if we are to preserve in any respect the quality of life we all expect in this country. For a General not to visit this battlefield, for a General to approve and/or to make policy for these schools without firsthand knowledge of the conditions to which those policies are directed is nothing less than unconscionable.

3. Unbiased Discipline Policies

The subject of discipline is covered in § 6 of the Decree, which provides, in part:

> The Cincinnati Board of Education currently has in force policies which require the unbiased application of discipline ... Those policies ... will remain in force subject to any modifications determined by CSD to be necessary to assure their effectiveness.

Section 6 also calls for the creation of a district-wide, *ad hoc* discipline committee, to review CSD discipline policies. The committee was to meet on an annual basis and to convey its findings to the Superintendent. A member of the NAACP was to be a member of the committee.[14]

Section 6 of the Consent Decree did not establish a specific policy of discipline, nor did it require the CSD to change its existing policies regarding discipline. Rather, it imposed two obligations on the CSD: to continue its policies requiring the unbiased application of discipline and to establish a process, in which the Plaintiffs had the right to participate, by which the CSD was required to review its discipline policies on an annual basis. The Plaintiffs argue that the CSD has failed to comply with this provision in two particulars. First, the Plaintiffs contend that the CSD failed to comply with the Consent Decree by not conducting the requisite review in 1989. Second, Plaintiffs contend that the Consent Decree has been breached because the disparity of discipline between black and white students suggests that unbiased discipline policies do not exist.

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[14] Section 6 also addressed the question of unbiased testing. The Plaintiffs do not contend, and there is no evidence to suggest that the CSD did not comply with § 6 with respect to unbiased testing.

Plaintiffs' first contention involves an allegation that CSD breached its obligation to carry out an ongoing, annual process of reviewing policies regarding discipline. The Court agrees. The Cincinnati Board of Education concedes that the annual review required by § 6 of the Consent Decree was not conducted in 1989. The failure to conduct the review in 1989, thus necessarily depriving the Plaintiffs of their right to participate in that review, breached the obligations imposed upon the CSD by the Consent Decree. Furthermore, this cannot be considered an immaterial breach because in 1988 and 1989, the CSD was in the process of instituting new disciplinary policies.

Plaintiffs' second contention presents what is perhaps the most difficult question. In particular, Plaintiffs contend that the CSD has failed to continue its policies regarding the unbiased application of discipline. In support of this contention, Plaintiffs point to the testimony of Dr. Lionel Hampton Brown, an assistant superintendent for the CSD, who testified that black students were twice as likely to be suspended as white students.[15] While acknowledging that the CSD is concerned over the disparity, Dr. Brown asserted that this raw numerical disparity did not indicate that the CSD maintains biased disciplinary procedures. Rather, he indicated that the disparity may result from the society from which students come. For instance, he testified that there are more children at risk than ever before attending schools and that there are now more children coming from single family homes.

Resolution of this question pits differing perceptions against each other. Certainly, the mere fact that there is such a large disparity in the number of students suspended does not necessarily establish that the CSD has abandoned its policy of unbiased application of discipline. However, this disparity creates within the Plaintiffs the perception that discipline is not being applied in an unbiased manner. On the other hand, the CSD's perception is that the disparity is caused by social conditions beyond its control. In this area, perceptions are vital because the CSD simply does not have a definitive explanation as to the cause of the disparity in suspensions.

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[15] Dr. Brown testified that three times as many black students as white students were suspended. However, when this figure was adjusted because there are more black students in the school system than white students, the ratio was reduced to two to one.

Under these circumstances, the Court cannot make findings (due to the absence of facts upon which to conclude which perception is correct) as to whether the CSD has failed to comply with § 6 of the Consent Decree by abandoning its policy of the unbiased application of discipline. The Court has indicated above that the CSD breached the Consent Decree by not conducting the requisite annual review in 1989. Therefore, the Court will retain jurisdiction over § 6 of the Consent Decree, as it relates to discipline, for at least a two-year period of time. This retention of jurisdiction will require two additional annual reviews of CSD discipline policies, with participation by the Plaintiffs. During the process of those reviews, the parties must determine the cause of the disparity in suspensions. At the end of the two year period, the Court will revisit the question of whether the CSD has maintained or has abandoned its policy of the unbiased application of discipline.

4. Maintenance of Staff Racial Balance

Section 5 of the Consent Decree required the CSD to maintain its staff racial balance policy. Section 5 provides:

> The Cincinnati Board of Education currently has in force a policy which requires that the staff in each of its schools has a racial composition which is within 5% of the racial composition of the staff in the district as a whole. The Board shall maintain that policy in effect and take the steps necessary to ensure that it is enforced.

Concerns regarding § 5 are a new phenomenon. During the first few years of the Consent Decree, few if any schools were not in compliance with the staff racial balance policy. However, at the time of the hearing on January 22, 1991, twenty schools, or approximately 25% of the schools in the system, were out of compliance with the policy. The parties have filed a stipulation of facts (Doc. #779) which indicated that by May 24, 1991, the number of schools not in compliance had dropped to ten. Additionally, the CSD has a proposal for future compliance with § 5. See Memorandum attached to Stipulation (Doc. #779)

The CSD does not claim to be in compliance with the staff racial balance policy. Rather, it argues that it can be in compliance by June 30, 1991, or on any other date selected by the Court.[16] Indeed, the Court finds that the CSD is not in compliance with § 5 of the Consent Decree. Therefore, the Court hereby orders the CSD to be in compliance with the staff racial balance policy by the first day of the 1991-1992 school year. The Court will retain jurisdiction over § 5 of the Consent Decree to assure compliance with this order. Upon certification by the CSD shortly after the beginning of the 1991-1992 school year that all schools are in compliance with the staff racial balance policy, the Court will dissolve its jurisdiction over § 5 of the Consent Decree. At that time, the Board will be free to adopt, at least in so far as the Bronson Consent Decree is concerned, whatever policies regarding staff racial balance it deems advisable, whether through collective bargaining or otherwise.[17]

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[16] During a telephone conference with all counsel conducted in May, 1991, the CSD offered to transfer teachers during the last few weeks of the school year in order to bring all schools into compliance with the staff racial balance policy. The Court declined to require the proposed transfers, fearing that it would disrupt the education of many students during those last few weeks of the school year.

Finally, the Cincinnati Federation of Teachers ("CFT"), one of the Plaintiffs in Jacobson, has filed comments in this case (undocketed), requesting that in the event that the Court extends jurisdiction over this aspect of the Consent Decree, it (the Court) direct modifications in the method by which the policy is implemented and that the Court acknowledge that the Board may negotiate with the CFT regarding the implementation of the policy. The Court will decline to order modifications in the manner in which the policy is implemented. However, the Court is in total agreement with the CFT that the Board may negotiate with it regarding the method by which that policy is implemented. As long as all schools are in compliance at the beginning of the 1991-1992 school year, the Court will relinquish jurisdiction over this aspect of the Consent Decree. Any lawful means may used to achieve compliance prior to that date and the parties are free to bargain over the manner and the means of implementation of that policy. Additionally, once compliance is reached and this Court has relinquished jurisdiction, the CSD and CFT will have complete freedom to bargain over how this policy or any other policy the Board sees fit to adopt in this regard is implemented. Indeed, they may reach such an agreement before the Court relinquishes jurisdiction over this aspect of the Consent Decree, to be effective as soon as this Court has acknowledged that compliance under the present Agreement has been accomplished, as long as there is compliance under the present policy at the beginning of the 1991-1992 school year.

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[17] In the case of Bea Jacobson, et al., v. Cincinnati Board of Education, et al., Case No. C-1-90-449 (S.D. Ohio), this Court concluded that the implementation of the staff racial balance policy did not violate the Fourteenth Amendment. However, the method in which the policy is implemented may be considered "unfair" to some teachers in some instances, in particular when it requires the involuntary transfer of teachers and when it denies teachers the ability to exercise their transfer rights, secured through collective bargaining, when the school from which a teacher seeks to transfer is already out of compliance with the policy.

5. Continued Operation of Racially Isolated Alternatives

Plaintiffs argue that the continued operation of Burton and Bond Hill Schools as alternatives when they remained racially isolated more than a year after entry of the Consent Decree violated § 3(c)(1) of that Decree.[18] Section 3(c)(1) provides that unless the CSD redesigned the program in a way it believed would reduce racial isolation, state funds may not be used for an alternative which remains more than 90% one race a year after the execution of the settlement agreement. Moreover, § 3(c)(1) provides that even if state funds are not used, the CSD, if it wishes to continue an alternative, must make efforts to reduce racial isolation in that alternative. The "evidence" cited by Plaintiffs seems to indicate that the CSD operated college preparatory alternatives at Burton and Bond Hill throughout the seven year period of the Consent Decree even though they were each more than 90% black. However, the parties stipulation indicates that the CSD has carried out its intention to discontinue its designation of Burton and Bond Hill as alternatives for the purpose of receiving desegregation funds. Therefore, the Court concludes that the CSD is not out of compliance at this time with § 3(c)(1) of the Consent Decree.[19]

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[18] For purposes of § 3(c)(1), a racially isolated school is defined as one in which 90% or more of the students are of one race. In the cases of Burton and Bond Hill, more than 90% of the students were black.

So the report has been rendered: good grades on many areas covered by the Consent Decree, a passing grade in the all-important Taeuber Index category, and below passing grades in the areas of staff racial balance, unbiased discipline problems and the low-achieving schools.

This Court has no doubt that in the area of staff racial balance the Board can be in compliance by the first day of this year's fall semester. Once that is accomplished, and the Court so advised, its jurisdiction over that aspect of the Consent Decree will dissolve.

With regard to the areas of the low-achieving schools and unbiased discipline policies, however, the Court's continuing jurisdiction will be of a greater duration and of a more intensive nature. A minimum two-year period of continuing jurisdiction should allow this Court ample time to determine the probability of success of the initiatives implemented by the Cincinnati School District with regard to the LAS in the 1989-90 school year. Such a period of continuing jurisdiction should allow answers to the questions of whether the latest Board plan for unbiased disciplinary policies can be successful and of whether the seeming statistical disparity between black and white suspensions is evidence of a biased disciplinary policy on the one hand or subject to a rational explanation on the other.

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[19] While there may have been a violation of the Consent Decree when Burton and Bond Hill continued to receive funds throughout the operation of the Decree, the Court concludes that the Plaintiffs waived their right to complain of same by failing to utilize § 12 of the Consent Decree to enforce this provision, through an action for specific performance, at any time during the term of the Decree.

During this extended period of continuing jurisdiction, it is the Order of this Court that, in the area of low-achieving schools and unbiased disciplinary policies, this Court's Facilitator is to consult with the Superintendent (or Interim Superintendent), the Director of Student/Alternatives Office, the overseer for the low-achieving schools and that Deputy Superintendent with responsibility in the area of system-wide discipline, on a monthly basis, in order for the progress in both areas to be reported to the Facilitator and, through him, to the Court. In addition, within 30 days from the date of this Opinion, the CSD must submit to this Court, for its approval, a detailed plan as to how the District intends to interact with, to relate to and to utilize the expertise and enthusiasm of the Facilitator and the Task Force in the areas in which this Court has retained jurisdiction. The Court reserves the right to approve or to disapprove of that plan.

An interim hearing will be held in late June of 1992, for this Court to hear testimony as to the progress of the parties in these areas. A scheduled final hearing will be held in June of 1993. Should this Court, at that time, find the Cincinnati School District in full compliance with those portions of the Consent Decree regarding low-achieving schools and unbiased disciplinary policies, this Court's continuing jurisdiction will end and the Consent Decree will be dissolved. Should the Court not be able to make said findings, a further period of continuing jurisdiction will be ordered.[20]

During this continuing period of jurisdiction, the community-wide Task Force, as presently constituted, is to remain in existence, meeting on a monthly basis, with their areas of inquiry limited to the low-achieving schools and to the maintenance of unbiased policies of discipline. Although their areas of inquiry will be limited, it is the hope of this Court that the Task Force will serve as a resource and as a liaison between the Cincinnati School District and the community to bring the concerns and suggestions of the community with regard to the LAS to the CSD, to better acquaint the community with the progress in the low-achieving schools, and to engender support among the community for those schools. The Task Force should also be prepared to serve a role as a liaison between the community and the CSD in the area of system-wide unbiased policies of discipline, by bringing to the CSD the concerns of the community in this regard and by bringing to the community the efforts of the CSD to secure racially unbiased policies and practices of discipline. The important role of the Task Force has neither been eliminated nor minimized by the fact that this Court's continuing jurisdiction is over only part of the original Consent Decree. Rather, the members of the Task Force should look upon the remainder of their work as an even greater challenge, concentrated as it will be upon two areas that are crucial to the effective functioning of the Cincinnati School District. It is to be hoped that the more focused charge of the Task Force will enable it to take on an even more significant role as it aids and assists the Cincinnati School District in its initiatives in the remaining areas within the purview of the Consent Decree.[21]

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[20] The Court is neither optimistic nor naive enough to believe that all the problems of the low-achieving schools can be solved within the remaining period of continued jurisdiction. The problems of the schools and of those who attend them were not created within a finite period of time and they cannot be solved within a finite period of time, either through a Consent Decree or with the stroke of a Judge's pen. It is, however, neither overly optimistic nor unduly naive to expect progress---meaningful progress---within a finite period, however short.

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[21] Much has been spoken of the fact that the Task Force may not be truly representative of a broad based range of constituencies within the Cincinnati School District. Without determining the truth of said observation, the parties are welcome to attempt to negotiate what they feel to be a more representative Task Force. Should such a revised Task Force be decided upon, a joint motion to modify the operation of the Consent Decree as it relates to the composition of the Task Force must be both submitted to and approved by this Court before it can become effective.

In spite of the fact that the Cincinnati School District has received below passing grades in the area of staff racial balance, low-achieving schools and unbiased disciplinary policies, the Court did seriously consider ending its jurisdiction over the Consent Decree and dissolving same on June 30, 1991. After all, with regard to staff racial balance, the Cincinnati School District has pledged that it can be in compliance at the beginning of the 1991-92 school year. With regard to low-achieving schools and unbiased disciplinary policies, plans are (albeit belatedly) in effect. In the persons of Dr. Lionel Brown and Dr. Cecil Good, among others, the Cincinnati School District appears now to have administrators with both the commitment and the capability (competence) to carry out any initiatives entrusted to them in these areas. In addition, it could be argued that there are a lack of identifiable, objective standards to be met by the Cincinnati School District with regard to these areas and that, therefore, all that is required is the good-faith implementation of programs, reasonably calculated to achieve positive results, to carry out the broad policy statements contained in the Settlement Agreement. Those arguments might, just might have possibly carried the day, had one more ingredient been placed into the mix, had one more factor been added to the equation. Had Cincinnati School District Superintendent, Dr. Lee Etta Powell, seemingly now infused with the urgency previously so lacking, been able to promise this Court, with the assurance that she could live up to her promise, that the Bronson initiatives would survive the termination of the Consent Decree, that she would personally guarantee to the Court that the plans in place would achieve the objectives of the Settlement Agreement or that they would be fine tuned, if need be, to see that those objectives would be met (and that the CSD would be in compliance with the staff racial balance policy by the beginning of the next school year), then this Court, having the greatest of respect for the professionalism, integrity and competence of Superintendent Powell, might well have taken her at her word and cut the Gordian Knot that binds this Court and the Consent Decree to the Cincinnati School District.

However, that final ingredient, that final factor is not to be forthcoming. Superintendent Lee Etta Powell is, allegedly by her own hand, a lame duck. Lame ducks cannot make promises for they have not the ability to carry them out. The carrying out of any promises made by Superintendent Powell would be left to the discretion of her successor, who may or may not have any commitment to or interest in the continuation of the Bronson initiatives.

It is often said that "no one cares about poor children" or that "the poor have no constituency among a community's elected and appointed leadership." Without rendering a value judgment on those statements, generally, or without judging their applicability to Cincinnati, specifically, it is true, beyond dispute, that in a time of financial crisis, such as the one now faced by the Cincinnati School District, the special needs of the poor are often disproportionately sacrificed and compromised on the alter of financial necessity and expediency. This, the Court cannot risk, particularly with the CSD not in compliance with the Consent Decree in two such crucial areas, with the financial problems of the District so great and with planning for the survival of the Bronson initiatives, following the termination of the Consent Decree, non-existent.

Therefore, the Consent Decree must remain undissolved with respect to these two areas and the Court must retain continuing jurisdiction to insure that the plans now in effect will be allowed to demonstrate a reasonable probability of achieving the broad policy behind the Bronson settlement.

To do otherwise, would be nothing less than a breach of faith, a breach of faith with the Plaintiffs, who settled this lawsuit only upon being first assured that special attention would be paid to these low-achieving schools, those schools which would inevitably remain primarily of one race, regardless of any innovative planning by the Cincinnati School District; a breach of faith with Superintendent Jim Jacobs, who put his not inconsiderable reputation for good faith and fairness on the line when he pledged his personal word, incorporated in the Settlement Agreement, to continue his efforts to provide quality education for the poor and the dispossessed in spite of their economic and social status; a breach of faith with the school children of Cincinnati; a breach of faith with the present day parents of those school children who desperately look to the educational system as a means,---the only means---to raise their children out of their present way of life, a way of life not of their own choosing or of their own making, to a life where their children can have a reasonable probability of success, fulfillment and happiness generated through their own efforts and merit; and, finally, a breach of faith with the administrators, principals, teachers and staffers who labor, long and hard, every day of the school year in the low-achieving schools, and who, in spite of obstacles that can only be imagined (and cannot ever adequately be described) have never lost the faith, the belief that poor children can learn, can be taught in such a manner that they can and will be productive, contributing members of our society.

The Court will not breach this faith. To do so would be to subject the children in the low-achieving schools to the uncertain dedication and commitment of an as-yet-unnamed Superintendent, heading what will be at best a transitional administration buffeted by massive financial problems, led by a Board of Education whose members seemingly do not care enough, either individually or collectively, to visit and to monitor the progress within the very types of schools in which the future of our society will be determined. This, the Court cannot and will not do.

Those persons listed below will take note that a telephone conference call will be had with the Court, beginning at

4:45 p.m. on Tuesday, July 9, 1991, for the purpose of discussing any and all aspects of this Court's minimum two-year period of continuing jurisdiction.

WALTER HERBERT RICE
UNITED STATES DISTRICT JUDGE

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APPENDIX C

Planning,
Research &
Evaluation Branch

Alternative Programs

An Evaluation Report 1990-91

Prepared by
Jerry W. Moore

November 1991

Cincinnati Public Schools
Office of the Superintendent

Nondiscrimination Statement

The Cincinnati Public Schools provides equal educational and employment opportunities for all people without regard to race, color, national origin, religion, gender or handicap. For additional information, contact the Title IX Coordinator or Section 504 Coordinator at 369-4000.

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EXECUTIVE SUMMARY
ALTERNATIVE PROGRAMS
CINCINNATI PUBLIC SCHOOLS
1990-1991

Alternative programs in the Cincinnati Public Schools for the 1990-91 school year continued to contribute to the school district's efforts to provide quality integrated education for students in grades K-12. The total number of alternative school program offerings increased to 51 by the addition of one new program. The number of students attending alternative programs was 19,779, an increase of 610 over the previous school year; 58.8% of the students in these programs were black.

A total of 15,199 alternative program applications were received from 10,317 students for the 1990-91 school year. Fifty-seven percent of the students submitting applications were accepted into an alternative program by midsummer.

Academic achievement in alternative programs was better than the national average in language and mathematics. Reading achievement was very similar to the national average. Progress in achievement was greater than the national average. Normal curve equivalent gains were greater than expected in reading, language NCEs) and mathematics. Academic performance in both measures, percentage of students at or above the national norm and in NCE gains, was higher in comparison to non-alternative students and in comparison to alternative student results in 1989-90.

Surveys indicated that alternative program students, their parents, and teachers all held more positive attitudes toward school and toward school safety and discipline than their peers in non-alternative programs. The interracial understanding of alternative students, their parents and teachers was also more positive than for their non-alternative peers.

Budget allocations for program staff, in excess of regular school staffing formulas, totaled approximately eleven million dollars for the 1990-91 school year. An additional amount of approximately one and one-half million dollars was allocated to alternative programs for non-personnel costs. The sources of these funds were the General Fund and state funds brought to the district through the Bronson Settlement Agreement.

ALTERNATIVE PROGRAMS
1990-1991

Introduction

For more than one hundred years, the dominant pattern of school assignment has been for children to attend schools in their neighborhood. Certainly, there have always been exceptions to this prevailing pattern with the existence of private and parochial schools, evening schools, and area vocational schools. For the majority of families, however, assignment to neighborhood public schools has been the norm. For over twenty years now, the Cincinnati city school district has provided alternative school programs as an option for students in lieu of attendance at neighborhood schools. Alternative programs[1] have increased in popularity in other major cities throughout the country in recent years, as well.

The first alternative program in the Cincinnati Public Schools was begun two decades ago in September 1970.[2] Since 1970, 56 alternative school programs have been started. Some of these programs have changed sites during this time and other programs at certain school sites have been closed.

The 1984 Bronson Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People required the establishment of new alternative programs to assist in meeting the goals of the agreement. Since this agreement was reached, 14 new alternative programs have been started, including the Paideia Critical Thinking Schools and the career development programs at Hughes Center. All alternative programs in existence in the 1990-91 school year are listed in Table 1 and each of the 14 new programs can be identified as those that have existed for 7 years or less.

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[1] Alternative programs and magnet programs are synonymous terms. Magnet program or magnet school is the preferred term of the federal government and of many other school districts throughout the country.

[2] The Individual Progress and Social Impact Program began as a Title III pilot project and was designated an alternative program in 1973.

For the 1990-91 school year, the Paideia program was expanded to a new site at Eastwood Elementary School which included grades K-6 for its first year. Altogether for the 1990-91 school year there were 51 alternative programs; there were 24 unique programs in operation at 46 different school sites.[3] Shown in Table 1 are all of these current alternative school programs, their respective school sites and the total years in existence of each program. Displayed in Figure 1 is the number of alternative programs operated each school year beginning with 1984-85.

Applications for entrance into alternative programs are received from students regardless of where they may reside within the Cincinnati school district boundaries. Acceptance into programs is based primarily on application date and race. Principals are directed to use a selection process which will result in an optimal racial balance.

The purpose of this report is to summarize evaluative data on alternative programs in the Cincinnati Public Schools and to provide information to support the decision-making processes related to these programs. Enrollment data, academic achievement and achievement gains, attitude survey results and estimated costs are presented for the alternative programs operating during the 1990-91 school year. Most of these data came from records maintained in the Planning, Research and Evaluation Branch. Program costs were obtained from the Alternative/Settlement Office.

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[3] While The High School for the Communications Professions, The High School for the Computer Professions and The High School for the Health Professions programs are grouped together in the following tables under the program heading "Career Development" they are counted as unique alternative programs.

Table 1. Principal and Total Number of Years of the Existence of Each Alternative Program, June 1991.

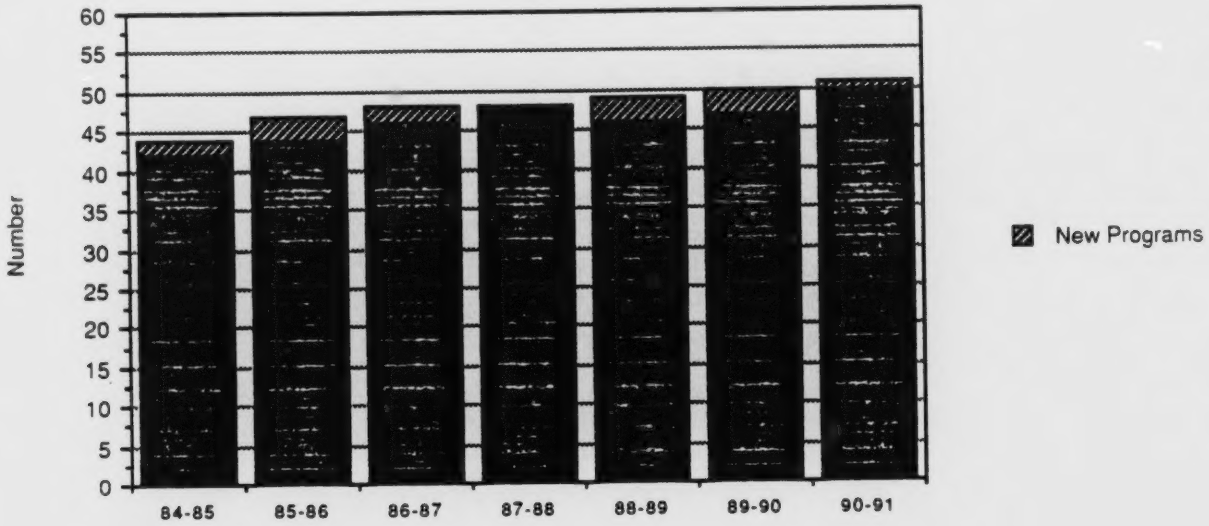
Program/Location		Total(T)/ Partial(P) School Program	Area	Principal 1990-91	School Year Established	Total Years of Program's Existence
Academic Enrichment						
o Elementary College Preparatory						
Anderson Place	(4-6)	P	3	Alan James	1980-1981	11
Bond Hill	(4-6)	P	3	Marva Mitchell	1976-1977	15
Burton	(4-6)	P	2	Dennis McNeal	1975-1976	16
Covedale	(4-6)	P	1	Mary Jo Kell	1975-1976	16
Pleasant Hill	(4-6)	P	2	Henri Frazier	1976-1977	15
Roselawn/Condon	(4-8)	P	2	John Knoechel	1975-1976	16
o Reading/Language Arts Demonstration Center						
Douglass	(K-6)	T	3	Edith Williams	1981-1982	10
Roll Hill	(K-6)	T	1	C. Maude Thompson	1986-1987	5
o Paideia Critical Thinking School						
Eastwood	(K-6)	T	3	Benny Miles	1990-1991	1
Roberts	(K-8)	T	1	Raymond Smith	1988-1989	3
Shroder	(7-8)	T	3	Robert Suess	1986-1987	5
Hughes Center	(9-10)	P	3	Rosa Blackwell	1989-1990	2
o Junior High College Readiness						
Dater	(7-9)	P	1	Kenneth Smith	1983-1984	8
Peoples	(7-8)	P	3	William Thorman	1975-1976	16
Porter	(7-8)	P	1	Edward Jung	1975-1976 1976-1977*	16
Schwab	(7-8)	P	2	Barbara Smitherman	1975-1976 1978-1979*	16
o Career Development						
High School for the Communication Professions						
Hughes Center	(9-11)	P	3	Rosa Blackwell	1989-1990	2
High School for the Computer Professions						
Hughes Center	(9-11)	P	3	Rosa Blackwell	1989-1990	2
High School for the Health Professions						
Hughes Center	(9-12)	P	3	Rosa Blackwell	1989-1990	2
Enrichment Opportunities						
o Extended Day Enrichment						
Heberle	(K-6)	P	1	Henri Bradshaw	1984-1985	7
Fine Arts						
o Primary School for Arts Enrichment						
Schiel	(K-3)	T	3	Janet Parker	1985-1986	6
o School for Creative and Performing Arts						
SCPA	(4-12)	T	1	William Dickinson	1973-1974 1976-1977*	18
Foreign Language and Culture						
o Academy of World Languages						
Sawyer	(K-5)	T	3	Gwendolyn Robinson	1985-1986 1987-1988*	6
o French Bilingual						
Carthage	(K-5)	T	2	Janet Weingartner	1979-1980	12
Midway	(K-5)	P	1	Maxine Watson	1975-1976 1978-1979*	16
Mt. Washington	(K-5)	P	3	Gerald Porter	1983-1984	8
o German Bilingual						
Fairview	(K-5)	T	3	Frederick Veidt	1974-1975 1976-1977*	17
o Spanish Bilingual						
Cheviot	(K-6)	T	1	Thomas Webb	1983-1984	8
Hartwell	(K-5)	P	2	James Gumm	1975-1976	16
Mt. Airy	(K-5)	P	2	Meredythe Flynn	1976-1977	15
Pleasant Ridge	(K-5)	P	2	Shirley Stewart	1976-1977	15
Swifton	(K-5)	P	2	Clio Houp	1976-1977	15

Table 1. (Cont'd.)

Program/Location		Total(T)/ Partial(P) School Program	Area	Principal 1990-91	School Year Established	Total Years of Program's Existence
o Cincinnati Bilingual Academy						
Sawyer	(6-8)	T	3	Gwendolyn Robinson	1974-1975 1985-1986*	17
o International Studies Academy						
Withrow	(9-12)	P	3	Lucius Ware	1980-1981	10
Mathematics and Science						
o Cincinnati Academy of Mathematics and Science						
Quebec Heights	(K-6)	T	1	Melody Dacey	1988-1989	3
Woodward	(7-12)	P	3	J. Michael Brandt	1975-1976 1977-1978*	16
Physical Development						
o Cincinnati Academy of Physical Education						
Winton Terrace	(K-5)	T	2	Barbara Shells	1985-1986	6
CAPE	(6-12)	T	2	Doris Frye	1977-1978	14
Teaching Methods						
o Fundamental Academy						
College Hill	(K-6)	T	2	Jerry Boyle	1976-1977	15
Linwood	(K-6)	T	3	Karen Eske	1975-1976	16
o Individual Progress and Social Impact Program						
Bramble	(K-3)	P	3	Jane Patterson	1970-1971	21
Pleasant Hill	(K-3)	P	2	Henri Frazier	1970-1971	21
o Individually Guided Education						
Eastern Hills	(K-8)	T	3	Annie Ohr	1972-1973 1978-1980*	19
Heinold	(K-8)	T	1	Rita Swegman	1977-1978	14
Silverton	(K-6)	T	3	D. Rossman Turpeau	1975-1976	16
Woodford	(K-3)	T	3	Gwendolyn Walton	1976-1977	15
o Montessori						
Carson	(K-4)	P	1	Brenda White	1988-1989	3
North Avondale	(K-6)	T	2	Thomas Rothwell	1983-1984	8
Sands	(K-6)	T	1	Sandra Sommer	1974-1975 1980-1981*	17
o Multi-Age						
Clifton	(K-6)	T	2	Thomas Diamantes	1975-1976	16
o University Demonstration Center						
Chase	(3-6)	T	2	Edwin Dawley	1981-1982	10

* School year program established at current site.

Figure 1. Number of Alternative Programs, 1984-85 Through 1990-91.



Evaluation Results

Student Enrollment

One new alternative program was added in the 1990-91 school year. The Eastwood Elementary School building in Madisonville which had been leased to the Cincinnati Bell Telephone Company for several years was reopened in September 1990 as Eastwood Paideia School. This increased the number of programs to 51 while keeping the number of unique alternative programs at 24. These programs operated in 46 different school sites, 36 elementary and 10 secondary. Half of the 24 unique alternative programs operated in more than one school.

Student enrollment and racial composition data by program for October 1990 are reported in Table 2.[4] The number of students enrolled in alternative programs for 1990-91 was 19,779, an increase of 610 over the 1989-90 school year. Of the total number of students enrolled in alternative programs, 58.8% were black, a very slight increase from the previous school year.

The percentage of black students in alternative programs has ranged from 53.3% to 58.8% over the last six years (see Figures 2 and 3). Total program enrollment has increased by 5,925 students from the fall 1983 total of 13,854. This reflects an increase of over 40% in student enrollment in alternative programs during the Bronson Settlement Agreement period.[5]

Students of all grade levels were enrolled in alternative programs (see Table 3). Seventy-two percent of the alternative students were in the elementary grade levels of K-6.

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[4] In each table in this report which provides data for each alternative programs, data are aggregated when appropriate by each unique program and by program groupings (Academic Enrichment, Enrichment Opportunities, Fine Arts, Foreign Language and Culture, Mathematics and Science, Physical Development and Teaching Methods.)

[5] See Appendices A and B for complete enrollment and racial composition data since 1984-85.

Table 2. Membership Distribution and Percentage of Black Students in Alternative Programs, October 1990.

Program/Location	NUMBER OF STUDENTS Black	Non-Black	Total	Percentage Black
Academic Enrichment				
o **Elementary College Preparatory**				
Anderson Place (4-6)	31	39	70	44.3%
Bond Hill (4-6)	57	5	62	91.9
Burton (4-6)	55	3	58	94.8
Covedale (4-6)	76	161	237	32.1
Pleasant Hill (4-6)	69	38	107	64.5
Roselawn/Condon (4-8)	148	107	255	58.0
Program Total	436	353	789	55.3
o **Reading/Language Arts Demonstration Center**				
Douglass (K-6)	487	113	600	81.2
Roll Hill (K-6)	278	201	479	58.0
Program Total	765	314	1079	70.9
o **Paideia Critical Thinking School**				
Eastwood (K-6)	204	137	341	59.8
Roberts (K-8)	353	497	850	41.5
Schroder (7-8)	384	221	605	63.5
Hughes Center (9-11)	199	95	294	67.7
Program Total	1140	950	2090	54.5
o **Junior High College Readiness**				
Dater (7-9)	61	126	187	32.6
Peoples (7-8)	68	18	86	79.1
Porter (7-8)	26	13	39	66.7
Schwab (7-8)	65	35	100	65.0
Program Total	220	192	412	53.4
o **Career Development**				
High School for the Communications Professions				
Hughes Center (9-11)	126	92	218	57.8
High School for the Computer Professions				
Hughes Center (9-12)	173	103	276	62.7
High School for the Health Professions				
Hughes Center (9-11)	140	73	213	65.7
Program Total	439	268	707	62.1
Academic Enrichment Total	3000	2077	5077	59.1
Enrichment Opportunities				
o **Extended Day Enrichment**				
Heberle (K-6)	22	21	43	51.2
Fine Arts				
o **Primary Arts Enrichment**				
Schiel (K-3)	202	166	368	54.9
o **School for Creative and Performing Arts**				
SCPA (4-12)	625	566	1191	52.5
Fine Arts Total	827	732	1559	53.0
Foreign Language and Culture				
o **Academy of World Languages**				
Sawyer (K-5)	207	128	335	61.8
o **French Bilingual**				
Carthage (K-5)	232	139	371	62.5
Midway (K-5)	126	118	244	51.6
Mt. Washington (K-5)	82	286	368	22.3
Program Total	440	543	983	44.8

Table 2. (Cont´d.)

		NUMBER OF STUDENTS			Percentage
Program/Location		**Black**	**Non-Black**	**Total**	**Black**
o **German Bilingual**					
Fairview	(K-5)	317	331	648	48.9%
o **Spanish Bilingual**					
Cheviot	(K-5)	186	213	399	46.6
Hartwell	(K-5)	130	83	213	61.0
Mt. Airy	(K-5)	136	85	221	61.5
Pleasant Ridge	(K-5)	161	106	267	60.3
Swifton	(K-5)	57	54	111	51.4
Program Total		670	541	1211	55.3
o **Cincinnati Bilingual Academy**					
Sawyer	(6-8)	355	290	645	55.0
o **International Studies Academy**					
Withrow	(9-12)	290	189	479	60.5
Foreign Language and Culture Total		2279	2022	4301	53.0
Mathematics and Science					
o **Cincinnati Academy of Mathematics and Science**					
Quebec Heights	(K-6)	287	301	588	48.8
Woodward	(7-12)	379	87	466	81.3
Mathematics and Science Total		666	388	1054	63.2
Physical Development					
o **Cincinnati Academy of Physical Education**					
Winton Terrace	(K-5)	400	140	540	74.1
C.A.P.E. High	(6-12)	596	342	938	63.5
Physical Development Total		996	482	1478	67.4
Teaching Methods					
o **Fundamental Academy**					
College Hill	(K-6)	299	205	504	59.3
Linwood	(K-6)	139	148	287	48.4
Program Total		438	353	791	55.4
o **Individual Progress and Social Impact Program**					
Bramble	(K-3)	101	23	124	81.5
Pleasant Hill	(K-3)	232	94	326	71.2
Program Total		333	117	450	74.0
o **Individually Guided Education**					
Eastern Hills	(K-8)	451	287	738	61.1
Heinold	(K-8)	355	128	483	73.5
Silverton	(K-6)	459	66	525	87.4
Woodford	(K-3)	214	177	391	54.7
Program Total		1479	658	2137	69.2
o **Montessori**					
Carson	(K-4)	111	133	244	45.5
North Avondale	(K-6)	256	253	509	50.3
Sands	(K-6)	303	366	669	45.3
Program Total		670	752	1422	47.1
o **Multi-Age**					
Clifton	(K-6)	387	246	633	61.1
o **University Demonstration Center**					
Chase	(3-6)	532	302	834	63.8
Teaching Methods Total		3839	2428	6267	61.3
TOTAL	**(K-12)**	**11629**	**8150**	**19779**	**58.8%**

Figure 2. Number of Students Enrolled in Alternative Programs, 1984-85 Through 1990-91.

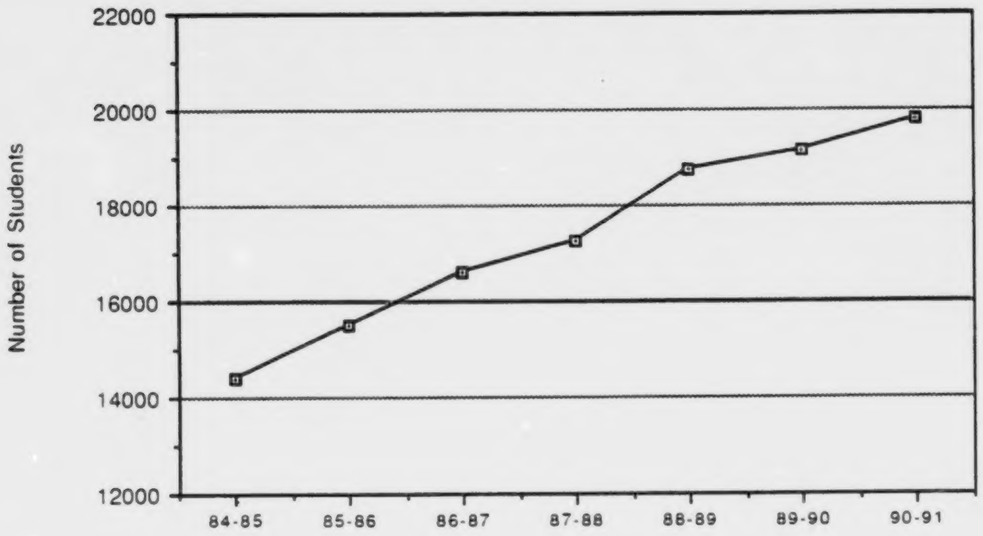

Figure 3. Percentage of Black Students Enrolled in Alternative Programs, 1984-85 Through 1990-91.

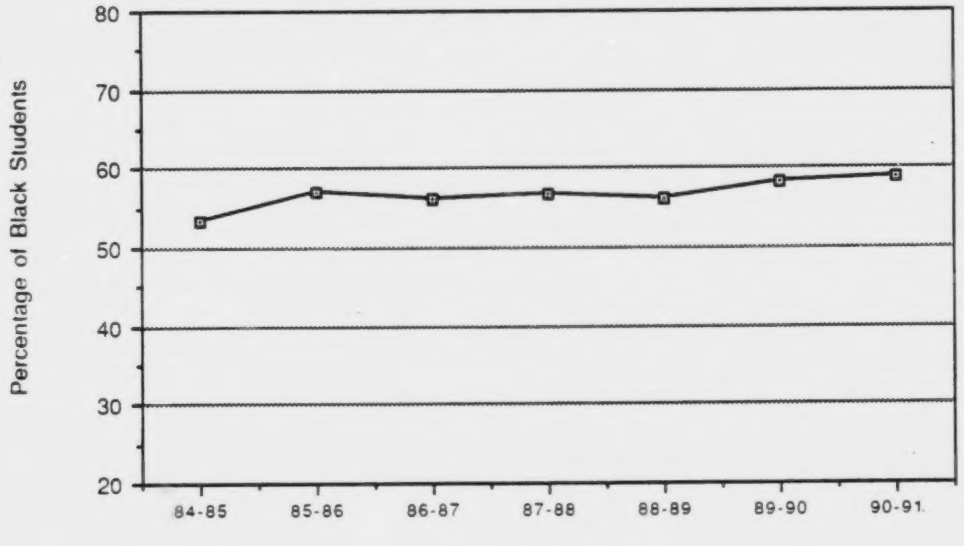

Table 3. Enrollment in Alternative Programs by Grade Level, October 1990.

Grade Level	NUMBER OF STUDENTS Black	White	Total	Percentage of Black Students at Grade Level	Percentage of Total Enrolled in Alternative Programs
K	1143	958	2101	54.4%	10.6%
1	1249	918	2167	57.6	11.0
2	1161	768	1929	60.2	9.8
3	1179	836	2015	58.5	10.1
4	1181	887	2068	57.1	10.5
5	1185	788	1973	60.1	10.0
6	1147	797	1944	59.0	9.8
7	923	589	1512	61.0	7.6
8	774	504	1278	60.6	6.5
9	619	432	1051	58.9	5.3
10	465	299	764	60.9	3.8
11	362	202	564	64.2	2.8
12	241	172	413	58.4	2.1
TOTAL	**11629**	**8150**	**19779**	**58.8%**	**100.0%**

Alternative Applications

Number of Applications

Almost 3000 more applications for alternative programs were received for the 1990-91 school year than in the previous year. Of the 15,199 alternative program applications received, 38.7% (5880) were accepted while 28.8% (4379) were rejected (see Table 4). Applications placed on a waiting list (for use when vacancies occurred during the school year) or others which had been either withdrawn or had not yet been fully cycled through the review process by June, made up the remaining 32.5%. The large number of applications that could not be accepted due to space limitations on program enrollments indicates that a great demand continues for alternative programs.

Fifty-seven percent of the newly accepted students for the 1990-91 school year were black. Of all applications received, 64% were from black students.

Of the 51 alternative programs, the School for Creative and Performing Arts received the most applications (1087 applications). Shroder and Roberts received the second (822 applications) and third (646 applications) highest number of applications.

The three of the 24 unique programs receiving the largest number of applications were Paideia (2538), Montessori (1367) and the Cincinnati Academy of Mathematics and Science (1156).

TABLE 4 NUMBER OF ALTERNATIVE APPLICATIONS RECEIVED BETWEEN JANUARY AND JUNE 1990.

	APPLICATION STATUS								TOTAL		
	ACCEPTED		REJECTED		WAITING LIST		OTHER				
	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	ALL
ACADEMIC ENRICHMENT											
ELEMENTARY COLLEGE PREPARATORY											
ANDERSON PLACE	16	11	1		15	18	7	13	39	42	81
BOND HILL	17	2	21	1			12	1	50	4	54
BURTON	4		11				22	1	37	1	38
COVEDALE	38	66	30	16			22	40	90	122	212
PLEASANT HILL	22	17	10	1	1		6	6	39	24	63
ROSELAWN/CONDON	15	43	165	29	87	19	22	24	289	115	404
PROGRAM TOTAL	112	139	238	47	103	37	91	85	544	308	852
READING/LANGUAGE ARTS DEMONSTRATION CENTER											
DOUGLASS	34	37	160	2	9	10	25	16	228	65	293
ROLL HILL	77	56	35	3	39	7	33	22	184	88	272
PROGRAM TOTAL	111	93	195	5	48	17	58	38	412	153	565
PAIDEIA CRITICAL THINKING											
EASTWOOD	209	157	67	1			115	80	391	238	629
ROBERTS	89	92	107	249	4	1	60	44	260	386	646
SHRODER	220	114	4	8	192	20	175	89	591	231	822
HUGHES CENTER	190	118	4	2			60	67	254	187	441
PROGRAM TOTAL	708	481	182	260	196	21	410	280	1496	1042	2538
JUNIOR HIGH COLLEGE READINESS											
DATER	39	63	91	35	39	26	24	17	193	141	334
PEOPLES	34	7	5	2	7		21	2	67	11	78
PORTER	12	4	3	2	12	1	12	1	39	8	47
SCHWAB	12	3	19	8			11	1	42	12	54
PROGRAM TOTAL	97	77	118	47	58	27	68	21	341	172	513
CAREER DEVELOPMENT											
HIGH SCH/COMMUNICATIONS PROFESSIONS HUGHES CENTER	47	54	14	8			59	22	120	84	204
HIGH SCH/COMPUTER PROFESSIONS HUGHES CENTER	88	67	45	11	64	5	79	40	276	123	399
HIGH SCH/HEALTH PROFESSIONS HUGHES CENTER	43	37	7	2	14		30	18	94	57	151
PROGRAM TOTAL	178	158	66	21	78	5	168	80	490	264	754
ACADEMIC ENRICHMENT	1206	948	799	380	483	107	795	504	3283	1939	5222
ENRICHMENT OPPORTUNITIES											
EXTENDED DAY ENRICHMENT											
HEBERLE	5	8	68	15			1	10	74	33	107
ENRICHMENT OPPORTUNITIES	5	8	68	15			1	10	74	33	107

TABLE 1 (CONT'D.)

	APPLICATION STATUS								TOTAL		
	ACCEPTED		REJECTED		WAITING LIST		OTHER				
	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	ALL
FINE ARTS											
PRIMARY SCHOOL FOR ARTS ENRICHMENT											
SCHIEL	54	80	87	3	138	7	20	44	299	134	433
THE SCHOOL FOR CREATIVE AND PERFORMING ARTS											
SCPA	202	100	323	240		64	61	47	586	451	1037
FINE ARTS	256	180	410	243	138	71	81	91	885	585	1470
FOREIGN LANGUAGE AND CULTURE											
ACADEMY OF WORLD LANGUAGES											
SAWYER	65	42	36	6	60	1	25	33	186	82	268
FRENCH BILINGUAL											
CARTHAGE	47	39	4	2	7		18	17	76	58	134
MIDWAY	31	29	22	24	20	49	10	11	83	113	196
MT. WASHINGTON	12	63	8		4	7	3	11	27	81	108
PROGRAM TOTAL	90	131	34	26	31	56	31	39	186	252	438
GERMAN BILINGUAL											
FAIRVIEW	86	84	13	6	7	22	13	32	119	144	263
SPANISH BILINGUAL											
CHEVIOT	39	60	7	1	8	56	11	6	65	123	188
HARTWELL	27	26	32	2	24	3	12	11	95	42	137
MT. AIRY	26	25	32	3	51	5	15	15	124	48	172
PLEASANT RIDGE	32	28	27	5	44	1	19	22	122	56	178
SWIFTON	12	6	22	2	34		3	9	71	17	88
PROGRAM TOTAL	136	145	120	13	161	65	60	63	477	286	763
CINCINNATI BILINGUAL ACADEMY											
SAWYER	167	150	41	11			29	40	237	201	438
INTERNATIONAL STUDIES ACADEMY											
WITHROW	100	73	44	2	50	3	89	21	283	99	382
FOREIGN LANGUAGE AND CULTURE	644	625	288	64	309	147	247	228	1488	1064	2552
MATHEMATICS AND SCIENCE											
CINCINNATI ACADEMY OF MATH AND SCIENCE											
QUEBEC HEIGHTS	103	76	66	53	65	124	59	27	293	280	573
WOODWARD	96	42	300	16	22	1	64	42	482	101	583
MATHEMATICS AND SCIENCE	199	118	366	69	87	125	123	69	775	381	1156

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TABLE 4 (CONT'D.)

	APPLICATION STATUS								TOTAL		
	ACCEPTED		REJECTED		WAITING LIST		OTHER				
	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	BLACK	NON-BLACK	ALL
PHYSICAL DEVELOPMENT											
CINCINNATI ACADEMY OF PHYSICAL EDUCATION											
WINTON TERRACE..........	150	51	139	8	59	1	52	16	400	76	476
CAPE..................	175	88	56	8	135	1	65	36	431	133	564
PHYSICAL DEVELOPMENT	325	139	195	16	194	2	117	52	831	209	1040
TEACHING METHODS											
FUNDAMENTAL ACADEMY											
COLLEGE HILL............	42	53	99	4	59	13	30	19	230	89	319
LINWOOD................	27	23	39	15			7	7	73	45	118
PROGRAM TOTAL......	69	76	138	19	59	13	37	26	303	134	437
INDIVIDUAL PROGRESS AND SOCIAL IMPACT											
BRAMBLE................	37	9	5	2			25	12	67	23	90
PLEASANT HILL..........	49	32	40	1	19		23	15	131	48	179
PROGRAM TOTAL..........	86	41	45	3	19		48	27	198	71	269
INDIVIDUALLY GUIDED EDUCATION											
EASTERN HILLS..........	174	98	5	14	6	1	59	26	244	137	381
HEINOLD................	81	29	74	6	53	14	31	9	239	58	297
SILVERTON..............	35	16	80				14	20	129	36	165
WOODFORD...............	40	62	8		30	34	17	29	91	125	216
PROGRAM TOTAL........	330	203	167	20	89	49	117	84	703	356	1059
MONTESSORI											
CARSON........	38	33	12	135	7	37	32	22	89	227	316
NORTH AVONDALE........	51	46	241	108	27	26	13	24	332	204	536
SANDS.................	52	70	211	98	23	32	16	13	302	213	515
PROGRAM TOTAL..........	141	149	464	341	57	95	61	59	723	644	1367
MULTI-AGE											
CLIFTON.......	67	53	214	12	27	3	34	43	342	111	453
UNIVERSITY DEMONSTRATION CENTER											
CHASE..................	5	7	42	1			10	2	57	10	67
TEACHING METHODS	698	529	1070	396	251	160	307	241	2326	1326	3652
GRAND TOTAL...	3323	2547	3196	1183	1462	612	1671	1195	9662	5537	15199

Number of Students Applying to Alternative Programs

During the application period, students may apply to more than one alternative program. Consequently, the number of applications submitted each year is larger than the number of students who apply.

The 15,199 alternative applications received from January through June 1990 were submitted by a total of 10,317 different students. Approximately 76% of students submitting applications did so for one alternative program only, while the remaining students applied for more than one program (see Table 5). Approximately the same percentage of students, black and non-black, submitted multiple applications.

In comparing the number of students accepted (5880) with the number of students submitting applications (10,317), it was determined that 57.0% of students submitting applications were accepted into an alternative program by mid summer (a slight increase over last year). For black students, this acceptance rate was 50.9%. The acceptance rate was 67.6% for non-black students.

Table 5. The Number of Students Applying to Alternative Programs by the Number of Applications Submitted and by Race, June 1990.

Number of Applications Submitted by Individual Student	STUDENTS					
	Black		Non-Black		Total	
	Number	Percent	Number	Percent	Number	Percent
1	4964	(75.8%)	2885	(76.6%)	7849	(76.1%)
2	1047	(16.0)	491	(13.0)	1538	(14.9)
3	386	(5.1)	241	(6.4)	577	(5.6)
4	117	(1.8)	82	(2.2)	199	(1.9)
5 or more	87	(1.3)	67	(1.8)	154	(1.5)
TOTAL STUDENTS SUBMITTING APPLICATIONS	6551	(63.5%)	3766	(36.5%)	10317	(100%)

NOTE: Approximately 800 applications were submitted by students to an identical program to which they had already applied. These applications were eliminated in this unduplicated count.

Achievement Results

Achievement Status

The California Achievement Tests (Form E) were administered in April 1991 to all students district-wide in grades K through 8 and grade 10.

The distribution of scores for alternative students in the three stanine categories of below average (stanines 1, 2 and 3), average (stanines 4, 5 and 6) and above average (stanines 7, 8 and 9) approximated a normal distribution of scores in all three achievement areas (see Table 6).

Over 50% of the alternative program students scored at or above the national norm in the areas of language and mathematics (see Table 7). In reading, nearly 50% of alternative students were at or above the national norm. This represents an increase in the achievement performance of alternative students in comparison to the performance of alternative students the previous school year.

TABLE 8 STANINE DISTRIBUTION OF ACHIEVEMENT SCORES OF STUDENTS IN ALTERNATIVE PROGRAMS FOR READING, LANGUAGE AND MATHEMATICS, CALIFORNIA ACHIEVEMENT TESTS (FORM E), APRIL 1991.

	READING						LANGUAGE						MATHEMATICS					
	BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ACADEMIC ENRICHMENT																		
ELEMENTARY COLLEGE PREPARATORY																		
ANDERSON PLACE	1%	1	27%	19	71%	50			21%	15	79%	55	3%	2	30%	21	67%	47
BOND HILL	5%	3	85%	51	10%	6	8%	5	72%	43	20%	12	18%	11	67%	40	15%	9
BURTON	2%	1	70%	35	28%	14			51%	26	49%	25			43%	22	57%	29
COVEDALE	3%	7	59%	137	38%	90	2%	5	48%	112	50%	116	5%	12	56%	131	39%	90
PLEASANT HILL	1%	1	66%	71	33%	35	1%	1	54%	58	45%	48	2%	2	46%	49	52%	56
ROSELAWN/CONDON	1%	2	61%	158	39%	101	2%	5	46%	120	52%	136	1%	3	56%	145	43%	112
PROGRAM TOTAL	2%	15	60%	471	38%	296	2%	16	48%	374	50%	392	4%	30	52%	408	44%	344
READING/LANGUAGE ARTS DEMONSTRATION CENTER																		
DOUGLASS	43%	209	50%	244	7%	34	38%	180	54%	256	8%	40	42%	200	52%	247	6%	31
ROLL HILL	33%	120	56%	203	12%	42	27%	100	55%	202	17%	63	38%	140	46%	167	16%	58
PROGRAM TOTAL	39%	329	52%	447	9%	76	33%	280	54%	458	12%	103	40%	340	49%	414	11%	89
PAIDEIA CRITICAL THINKING																		
EASTWOOD	11%	27	63%	155	26%	63	10%	24	58%	141	33%	80	11%	28	54%	132	35%	85
ROBERTS	31%	208	59%	387	10%	66	26%	174	60%	395	14%	89	27%	179	54%	356	18%	120
SHRODER	20%	102	73%	374	7%	34	20%	104	74%	382	6%	29	24%	123	68%	346	8%	42
HUGHES CENTER	16%	16	70%	68	13%	13	18%	17	78%	76	4%	4	30%	29	65%	63	5%	5
PROGRAM TOTAL	23%	353	65%	984	12%	176	21%	319	66%	994	13%	202	24%	359	59%	897	17%	252
JUNIOR HIGH COLLEGE READINESS																		
DATER	8%	10	84%	107	9%	11	8%	10	78%	101	14%	18	20%	26	70%	91	10%	13
PEOPLES	20%	13	72%	47	8%	5	17%	11	78%	51	5%	3	42%	26	52%	32	6%	4
PORTER	20%	10	76%	38	4%	2	6%	3	94%	47			29%	14	71%	35		
SCHWAB	17%	18	79%	83	4%	4	14%	15	82%	87	4%	4	42%	44	57%	60	1%	1
PROGRAM TOTAL	15%	51	79%	275	6%	22	11%	39	82%	286	7%	25	32%	110	63%	218	5%	18
CAREER DEVELOPMENT																		
HIGH SCH/COMMUNICATIONS PROFESSIONS HUGHES CENTER	19%	12	63%	40	19%	12	22%	14	72%	47	6%	4	23%	15	72%	47	5%	3
HIGH SCH/COMPUTER PROFESSIONS HUGHES CENTER	19%	10	70%	38	11%	6	20%	11	76%	41	4%	2	22%	12	63%	34	15%	8
HIGH SCH/HEALTH PROFESSIONS HUGHES CENTER	27%	18	63%	42	10%	7	30%	20	67%	45	3%	2	30%	20	64%	43	6%	4
PROGRAM TOTAL	22%	40	65%	120	14%	25	24%	45	72%	133	4%	8	25%	47	67%	124	8%	15
ACADEMIC ENRICHMENT	21%	788	62%	2297	16%	595	19%	699	61%	2245	20%	730	24%	886	56%	2061	20%	718
ENRICHMENT OPPORTUNITIES																		
EXTENDED DAY ENRICHMENT																		
HEBERLE	17%	3	67%	12	17%	3	17%	3	56%	10	28%	5	22%	4	56%	10	22%	4
ENRICHMENT OPPORTUNITIES	17%	3	67%	12	17%	3	17%	3	56%	10	28%	5	22%	4	56%	10	22%	4

TABLE 6. (CONT'D.)

	READING						LANGUAGE						MATHEMATICS					
	BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
FINE ARTS																		
PRIMARY SCHOOL FOR ARTS ENRICHMENT																		
SCHIEL	18%	51	49%	140	33%	93	12%	35	44%	125	44%	124	21%	60	42%	120	37%	104
THE SCHOOL FOR CREATIVE AND PERFORMING ARTS																		
SCPA	10%	75	59%	462	31%	241	7%	57	59%	460	33%	257	13%	98	54%	422	33%	258
FINE ARTS	12%	126	57%	602	31%	334	9%	92	55%	585	36%	381	15%	158	51%	542	34%	362
FOREIGN LANGUAGE AND CULTURE																		
ACADEMY OF WORLD LANGUAGES																		
SAWYER	16%	36	59%	138	25%	58	14%	33	51%	118	35%	81	15%	39	40%	107	45%	119
FRENCH BILINGUAL																		
CARTHAGE	27%	73	60%	162	13%	36	18%	48	59%	159	23%	61	16%	44	51%	138	32%	86
MIDWAY	16%	29	62%	115	22%	41	9%	16	43%	80	48%	88	14%	25	46%	85	41%	75
MT. WASHINGTON	10%	26	61%	152	29%	71	7%	17	44%	110	49%	122	9%	23	47%	117	44%	109
PROGRAM TOTAL	18%	128	61%	429	21%	148	12%	81	50%	349	39%	271	13%	92	48%	340	38%	270
GERMAN BILINGUAL																		
FAIRVIEW	6%	28	51%	245	44%	211	5%	23	45%	215	51%	245	5%	24	45%	220	50%	240
SPANISH BILINGUAL																		
CHEVIOT	24%	67	60%	169	16%	44	17%	48	61%	172	21%	60	19%	54	57%	159	24%	67
HARTWELL	12%	20	63%	105	25%	42	7%	12	62%	104	31%	51	7%	12	50%	84	43%	71
MT. AIRY	15%	26	64%	112	21%	36	10%	17	48%	84	42%	73	12%	21	56%	97	32%	56
PLEASANT RIDGE	14%	28	58%	118	29%	59	10%	20	60%	123	30%	62	17%	34	52%	106	32%	65
SWIFTON	18%	17	66%	61	15%	14	14%	13	65%	59	21%	19	10%	9	64%	58	26%	24
PROGRAM TOTAL	17%	158	62%	565	21%	195	12%	110	59%	542	29%	265	14%	130	55%	504	31%	283
CINCINNATI BILINGUAL ACADEMY																		
SAWYER	14%	88	64%	392	22%	133	9%	55	63%	382	28%	172	22%	141	63%	405	15%	98
INTERNATIONAL STUDIES ACADEMY																		
WITHROW	8%	7	76%	68	17%	15	25%	26	66%	69	10%	10	23%	23	68%	69	10%	10
FOREIGN LANGUAGE AND CULTURE	15%	445	60%	1837	25%	760	11%	328	55%	1675	34%	1044	14%	449	53%	1645	33%	1020
MATHEMATICS AND SCIENCE																		
CINCINNATI ACADEMY OF MATH AND SCIENCE																		
QUEBEC HEIGHTS	23%	114	63%	317	14%	70	15%	76	58%	290	27%	133	15%	75	45%	223	40%	202
WOODWARD	20%	42	72%	155	8%	17	23%	50	71%	156	6%	14	24%	51	66%	139	10%	21
MATHEMATICS AND SCIENCE	22%	156	66%	472	12%	87	18%	126	62%	446	20%	147	18%	126	51%	362	31%	223

TABLE 6 (CONT'D)

	READING						LANGUAGE						MATHEMATICS					
	BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
PHYSICAL DEVELOPMENT																		
CINCINNATI ACADEMY OF PHYSICAL EDUCATION																		
WINTON TERRACE	22%	91	69%	289	9%	37	15%	62	64%	268	21%	87	20%	82	56%	234	24%	102
CAPE	43%	201	54%	252	3%	13	38%	177	59%	275	3%	13	49%	223	48%	219	2%	11
PHYSICAL DEVELOPMENT	33%	292	61%	541	6%	50	27%	239	62%	543	11%	100	35%	305	52%	453	13%	113
TEACHING METHODS																		
FUNDAMENTAL ACADEMY																		
COLLEGE HILL	11%	42	66%	250	23%	89	10%	38	61%	234	29%	109	11%	41	52%	198	37%	141
LINWOOD	22%	56	67%	171	12%	30	17%	43	60%	154	24%	61	20%	51	63%	162	17%	45
PROGRAM TOTAL	15%	98	66%	421	19%	119	13%	81	61%	388	27%	170	14%	92	56%	360	29%	186
INDIVIDUAL PROGRESS AND SOCIAL IMPACT																		
BRAMBLE	13%	9	61%	44	26%	19	7%	5	58%	42	35%	25	22%	16	53%	38	25%	18
PLEASANT HILL	31%	89	52%	148	17%	50	27%	77	54%	156	19%	56	29%	83	46%	132	25%	72
PROGRAM TOTAL	27%	98	53%	192	19%	69	23%	82	55%	198	22%	81	28%	99	47%	170	25%	90
INDIVIDUALLY GUIDED EDUCATION																		
EASTERN HILLS	35%	210	57%	338	7%	44	34%	198	57%	337	9%	56	40%	236	52%	307	9%	51
MEINOLD	43%	140	53%	176	4%	13	40%	130	53%	173	7%	22	36%	117	53%	173	11%	36
SILVERTON	26%	109	56%	235	17%	72	24%	98	51%	212	25%	106	22%	90	51%	214	27%	113
WOODFORD	11%	32	41%	118	48%	138	7%	20	40%	114	53%	154	8%	22	34%	97	59%	169
PROGRAM TOTAL	30%	491	53%	867	16%	267	28%	446	52%	836	21%	338	29%	465	49%	791	23%	369
MONTESSORI																		
CARSON	19%	32	53%	92	28%	48	12%	21	57%	96	31%	52	13%	22	53%	90	34%	58
NORTH AVONDALE	7%	28	51%	215	43%	182	6%	26	46%	193	48%	203	9%	40	42%	179	48%	205
SANDS	11%	60	41%	228	48%	265	10%	57	39%	215	51%	281	11%	63	38%	208	51%	281
PROGRAM TOTAL	10%	120	47%	535	43%	495	9%	104	44%	504	47%	536	11%	125	42%	477	47%	544
MULTI-AGE																		
CLIFTON	26%	124	57%	266	17%	80	23%	107	54%	252	24%	112	21%	111	55%	286	24%	127
UNIVERSITY DEMONSTRATION CENTER																		
CHASE	44%	321	52%	377	4%	28	40%	286	52%	378	8%	59	43%	309	50%	358	7%	51
TEACHING METHODS	25%	1252	54%	2658	21%	1058	22%	1106	52%	2556	26%	1296	24%	1201	49%	2442	27%	1367
GRAND TOTAL	21%	13062	59%	18419	20%	12887	18%	12593	56%	18060	26%	13703	22%	13129	52%	17515	26%	[illegible]

TABLE 7. PERCENTAGE OF STUDENTS IN ALTERNATIVE PROGRAMS BELOW AND PERCENTAGE OF STUDENTS IN ALTERNATIVE PROGRAMS ABOVE THE NATIONAL NORM IN READING, LANGUAGE AND MATHEMATICS, CALIFORNIA ACHIEVEMENT TESTS (FORM E), APRIL 1991.

ACADEMIC ENRICHMENT

	READING				LANGUAGE				MATHEMATICS			
	BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM	
	%	N	%	N	%	N	%	N	%	N	%	N
ACADEMIC ENRICHMENT *												
ELEMENTARY COLLEGE PREPARATORY												
ANDERSON PLACE	5.7%	4	94.3%	66	4.3%	3	95.7%	67	7.1%	5	92.9%	65
BOND HILL	45.0%	27	55.0%	33	43.3%	26	56.7%	34	48.3%	29	51.7%	31
BURTON	26.0%	13	74.0%	37	13.7%	7	86.3%	44	7.8%	4	92.2%	47
COVEDALE	24.4%	57	75.6%	177	17.6%	41	82.4%	192	22.3%	52	77.7%	181
PLEASANT HILL	21.5%	23	78.5%	84	13.1%	14	86.9%	93	12.1%	13	87.9%	94
ROSELAWN/CONDON	24.9%	65	75.1%	196	19.2%	50	80.8%	211	18.4%	48	81.6%	213
PROGRAM TOTAL	24.2%	189	75.8%	593	18.0%	141	82.0%	641	19.3%	151	80.7%	631
READING/LANGUAGE ARTS DEMONSTRATION CENTER												
DOUGLASS	73.5%	358	26.5%	129	72.1%	343	27.9%	133	73.0%	349	27.0%	129
ROLL HILL	61.4%	224	38.6%	141	57.0%	208	43.0%	157	61.6%	225	38.4%	140
PROGRAM TOTAL	68.3%	582	31.7%	270	65.5%	551	34.5%	290	68.1%	574	31.9%	269
PAIDEIA CRITICAL THINKING												
EASTWOOD	38.0%	93	62.0%	152	32.2%	79	67.8%	166	31.8%	78	68.2%	167
ROBERTS	65.2%	431	34.8%	230	62.0%	408	38.0%	250	55.1%	361	44.9%	294
SHRODER	64.5%	329	35.5%	181	62.1%	320	37.9%	195	63.4%	324	36.6%	187
HUGHES CENTER	51.5%	50	48.5%	47	67.0%	65	33.0%	32	73.2%	71	26.8%	26
PROGRAM TOTAL	59.7%	903	40.3%	610	57.6%	872	42.4%	643	55.3%	834	44.7%	674
JUNIOR HIGH COLLEGE READINESS												
DATER	45.3%	58	54.7%	70	41.1%	53	58.9%	76	60.0%	78	40.0%	52
PEOPLES	66.2%	43	33.8%	22	56.9%	37	43.1%	28	82.3%	51	17.7%	11
PORTER	62.0%	31	38.0%	19	54.0%	27	46.0%	23	83.7%	41	16.3%	8
SCHWAB	63.8%	67	36.2%	38	66.0%	70	34.0%	36	89.5%	94	10.5%	11
PROGRAM TOTAL	57.2%	199	42.8%	149	53.4%	187	46.6%	163	76.3%	264	23.7%	82
CAREER DEVELOPMENT												
HIGH SCH/COMMUNICATIONS PROFESSIONS HUGHES CENTER	45.3%	29	54.7%	35	56.9%	37	43.1%	28	75.4%	49	24.6%	16
HIGH SCH/COMPUTER PROFESSIONS HUGHES CENTER	44.4%	24	55.6%	30	63.0%	34	37.0%	20	53.7%	29	46.3%	25
HIGH SCH/HEALTH PROFESSIONS HUGHES CENTER	59.7%	40	40.3%	27	73.1%	49	26.9%	18	77.6%	52	22.4%	15
PROGRAM TOTAL	50.3%	93	49.7%	92	64.5%	120	35.5%	66	69.9%	130	30.1%	56
ACADEMIC ENRICHMENT	53.4%	1966	46.6%	1714	50.9%	1871	49.1%	1803	53.3%	1953	46.7%	1712
ENRICHMENT OPPORTUNITIES												
EXTENDED DAY ENRICHMENT												
HEBERLE	66.7%	12	33.3%	6	50.0%	9	50.0%	9	38.9%	7	61.1%	11
ENRICHMENT OPPORTUNITIES	66.7%	12	33.3%	6	50.0%	9	50.0%	9	38.9%	7	61.1%	11

TABLE 7. (CONT'D.)

FINE ARTS

	READING				LANGUAGE				MATHEMATICS			
	BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM	
	%	N	%	N	%	N	%	N	%	N	%	N
FINE ARTS												
PRIMARY SCHOOL FOR ARTS ENRICHMENT												
SCHIEL	39.8%	113	60.2%	171	31.7%	90	68.3%	194	37.7%	107	62.3%	177
THE SCHOOL FOR CREATIVE AND PERFORMING ARTS												
SCPA	34.4%	268	65.6%	510	32.3%	250	67.7%	524	38.4%	299	61.6%	479
FINE ARTS	35.9%	381	64.1%	681	32.1%	340	67.9%	718	38.2%	406	61.8%	656
FOREIGN LANGUAGE AND CULTURE												
ACADEMY OF WORLD LANGUAGES												
SAWYER	38.4%	89	61.6%	143	38.8%	90	61.2%	142	29.8%	79	70.2%	186
FRENCH BILINGUAL												
CARTHAGE	53.1%	144	46.9%	127	48.5%	130	51.5%	138	38.1%	102	61.9%	166
MIDWAY	37.8%	70	62.2%	115	24.5%	45	75.5%	139	33.5%	62	66.5%	123
MT. WASHINGTON	28.9%	72	71.1%	177	22.9%	57	77.1%	192	22.5%	56	77.5%	193
PROGRAM TOTAL	40.6%	286	59.4%	419	33.1%	232	66.9%	469	31.3%	220	68.7%	482
GERMAN BILINGUAL												
FAIRVIEW	26.4%	128	73.6%	356	18.8%	91	81.2%	392	23.3%	113	76.7%	371
SPANISH BILINGUAL												
CHEVIOT	54.6%	153	45.4%	127	47.1%	132	52.9%	148	44.6%	125	55.4%	155
HARTWELL	38.3%	64	61.7%	103	33.5%	56	66.5%	111	28.7%	48	71.3%	119
MT. AIRY	43.1%	75	56.9%	99	34.5%	60	65.5%	114	30.5%	53	69.5%	121
PLEASANT RIDGE	45.4%	93	54.6%	112	41.5%	85	58.5%	120	37.1%	76	62.9%	129
SWIFTON	48.9%	45	51.1%	47	41.8%	38	58.2%	53	33.0%	30	67.0%	61
PROGRAM TOTAL	46.8%	430	53.2%	488	40.5%	371	59.5%	546	36.2%	332	63.8%	585
CINCINNATI BILINGUAL ACADEMY												
SAWYER	45.5%	279	54.5%	334	36.8%	224	63.2%	385	55.1%	355	44.9%	289
INTERNATIONAL STUDIES ACADEMY												
WITHROW	32.2%	29	67.8%	61	61.9%	65	38.1%	40	57.8%	59	42.2%	43
FOREIGN LANGUAGE AND CULTURE	40.8%	1241	59.2%	1801	35.2%	1073	64.8%	1974	37.2%	1158	62.8%	1956
MATHEMATICS AND SCIENCE												
CINCINNATI ACADEMY OF MATH AND SCIENCE												
QUEBEC HEIGHTS	55.1%	276	44.9%	225	42.7%	213	57.3%	286	34.6%	173	65.4%	327
WOODWARD	63.1%	135	36.9%	79	70.0%	154	30.0%	66	59.7%	126	40.3%	85
MATHEMATICS AND SCIENCE	57.5%	411	42.5%	304	51.0%	367	49.0%	352	42.1%	299	57.9%	412

TABLE 7 (CONT'D.)

MATHEMATICS AND SCIENCE

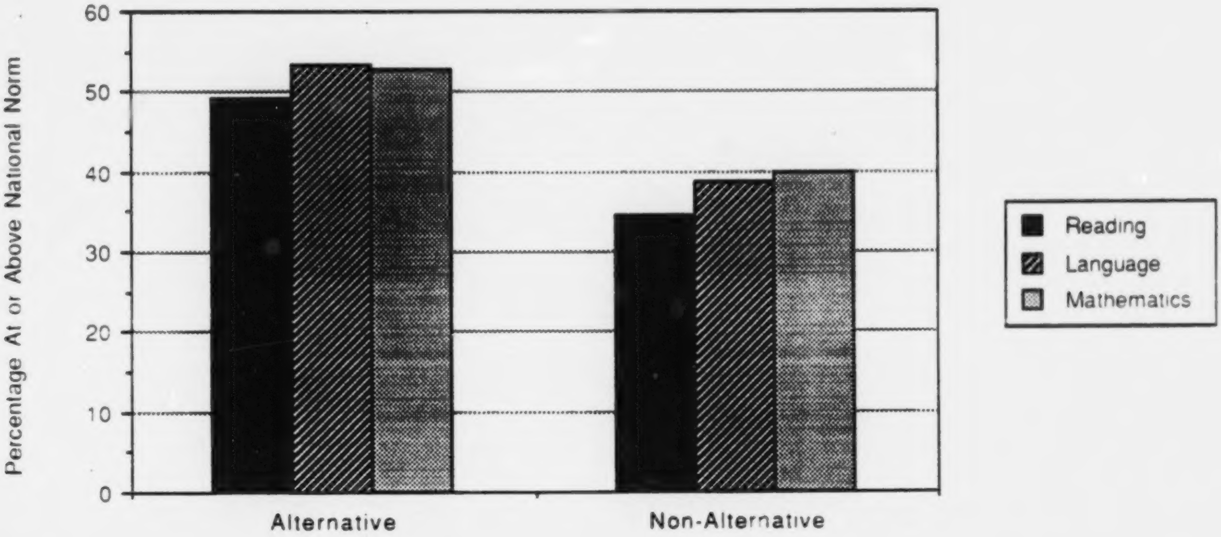
	READING				LANGUAGE				MATHEMATICS			
	BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM	
	%	N	%	N	%	N	%	N	%	N	%	N
PHYSICAL DEVELOPMENT												
CINCINNATI ACADEMY OF PHYSICAL EDUCATION												
WINTON TERRACE	60.7%	253	39.3%	164	48.0%	200	52.0%	217	41.9%	175	58.1%	243
CAPE	79.2%	369	20.8%	97	79.4%	369	20.6%	96	84.8%	384	15.2%	69
PHYSICAL DEVELOPMENT	70.4%	622	29.6%	261	64.5%	569	35.5%	313	64.2%	559	35.8%	312
TEACHING METHODS												
FUNDAMENTAL ACADEMY												
COLLEGE HILL	40.9%	156	59.1%	225	35.7%	136	64.3%	245	31.1%	118	68.9%	262
LINWOOD	54.5%	140	45.5%	117	44.6%	115	55.4%	143	45.3%	117	54.7%	141
PROGRAM TOTAL	46.4%	296	53.6%	342	39.3%	251	60.7%	388	36.8%	235	63.2%	403
INDIVIDUAL PROGRESS AND SOCIAL IMPACT												
BRAMBLE	40.3%	29	59.7%	43	31.9%	23	68.1%	49	50.0%	36	50.0%	36
PLEASANT HILL	57.5%	165	42.5%	122	55.0%	159	45.0%	130	53.0%	152	47.0%	135
PROGRAM TOTAL	54.0%	194	46.0%	165	50.4%	182	49.6%	179	52.4%	188	47.6%	171
INDIVIDUALLY GUIDED EDUCATION												
EASTERN HILLS	72.3%	428	27.7%	164	71.7%	424	28.3%	167	71.9%	427	28.1%	167
HEINOLD	79.0%	260	21.0%	69	75.7%	246	24.3%	79	64.1%	209	35.9%	117
SILVERTON	55.5%	231	44.5%	185	48.6%	202	51.4%	214	46.5%	194	53.5%	223
WOODFORD	26.4%	76	73.6%	212	22.6%	65	77.4%	223	19.8%	57	80.2%	231
PROGRAM TOTAL	61.2%	995	38.8%	630	57.8%	937	42.2%	683	54.6%	887	45.4%	738
MONTESSORI												
CARSON	42.4%	73	57.6%	99	43.2%	73	56.8%	96	37.6%	64	62.4%	106
NORTH AVONDALE	24.7%	105	75.3%	320	25.8%	109	74.2%	313	27.1%	115	72.9%	309
SANDS	26.6%	147	73.4%	406	26.0%	144	74.0%	409	25.2%	139	74.8%	413
PROGRAM TOTAL	28.3%	325	71.7%	825	28.5%	326	71.5%	818	27.7%	318	72.3%	828
MULTI AGE												
CLIFTON	55.1%	259	44.9%	211	49.7%	234	50.3%	237	46.9%	246	53.1%	278
UNIVERSITY DEMONSTRATION CENTER												
CHASE	79.5%	577	20.5%	149	72.1%	521	27.9%	202	77.6%	557	22.4%	161
TEACHING METHODS	53.3%	2646	46.7%	2322	49.4%	2451	50.6%	2507	48.5%	2431	51.5%	2579
GRAND TOTAL	50.7%	7279	49.3%	7089	46.5%	6680	53.5%	7676	47.1%	6813	52.9%	7628

Comparison With Other Students. In all three achievement areas alternative program students had a lower percentage of scores in the below average stanines (1-3), a similar percentage of scores in the average stanines (4-6), and a higher percentage of scores in the above average stanines (7-9) in comparison to non-alternative students (see Table 8).[6]

As reported in Table 9, a higher percentage of alternative students were at or above the national norm than non-alternative students in reading (49.3% and 34.6%, respectively), in language (53.5% and 38.8%, respectively) and in mathematics (52.9% and 40.0%, respectively). These comparisons are displayed in Figure 4.

It would be expected that a higher percentage of alternative program students would be in the above average stanines since some programs require a higher achievement score for admission.

Figure 4. Achievement of Alternative and Non-Alternative Students, California Achievement Tests, April 1991.



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[6] For the analysis of achievement on the California Achievement Tests non-alternative students were defined as students not enrolled in an alternative program and not enrolled through open enrollment. This was done in an effort to keep data in this report consistent with the data in the report on the Open Enrollment Program.

Table 8. Stanine Distribution of Achievement Scores for Alternative and Non-Alternative Students in Reading, Language and Mathematics, California Achievement Tests (Form E), April 1991.

	TOTAL READING STANINE 1991						TOTAL LANGUAGE STANINE 1991						TOTAL MATHEMATICS STANINE 1991					
	Below (1-3)		Average (4-6)		Above (7-9)		Below (1-3)		Average (4-6)		Above (7-9)		Below (1-3)		Average (4-6)		Above (7-9)	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Alternative Students	21%	3062	59%	8419	20%	2887	18%	2593	56%	8060	26%	3703	22%	3129	52%	7515	26%	3807
Non-Alternative Students	34%	5873	53%	9145	12%	2079	30%	5086	54%	9240	16%	2741	33%	5647	49%	8292	18%	3044

Table 9. Percentage of Alternative and Non-Alternative Students Below and Percentage At or Above the National Norm in Reading, Language and Mathematics, California Achievement Tests (Form E), April 1991

	TOTAL READING 1991				TOTAL LANGUAGE 1991				TOTAL MATHEMATICS 1991			
	Below Norm		At or Above Norm		Below Norm		At or Above Norm		Below Norm		At or Above Norm	
	%	N	%	N	%	N	%	N	%	N	%	N
Alternative Students	50.7%	7279	49.3%	7089	46.5%	6680	53.5%	7676	47.1%	6813	52.9%	7638
Non-Alternative Students	65.4%	11189	34.6%	5908	61.2%	10439	38.8%	6628	60.0%	10188	40.0%	6795

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the alternative program students on the California Achievement Tests (Form E) are presented in Table 9. NCEs are equal unit scores on a scale that ranges from 1 to 99 with an average of 50 and a standard deviation of 21. Data for promoted students were obtained for students in grades 1-8 and 10 in reading, 3-8 and 10 in language and 2-8 and 10 in mathematics. The necessary baseline data were not obtained for grades 1 and 2 in language and grade 1 in mathematics to compute gain scores.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in an NCE gain score of 0) they are meeting the expected achievement gain based on the norm group. A positive gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement growth. In addition, the gain of NCEs represents exactly the same amount of improvement for below average students as it does for the average or above average students.

The average achievement gain for all alternative students was greater than the expected gain of 0 in all three achievement areas and greater than the gain in the previous school year in reading (1990: -1.9 NCEs and 1991: +0.7 NCEs), in language (1990: -0.9 NCEs and 1991: +0.9 NCEs) and in mathematics (1990: -3.0 NCEs and 1991: +0.9 NCEs). These overall gains are reported in Table 10 as well as gains for each alternative program.

TABLE 10. COMPARISON OF ACHIEVEMENT SCORES FOR STUDENTS IN ALTERNATIVE PROGRAMS (PROMOTED ONLY) FOR READING, LANGUAGE AND MATHEMATICS, CALIFORNIA ACHIEVEMENT TESTS (FORM E), APRIL 1990 AND APRIL 1991

	READING				LANGUAGE				MATHEMATICS			
	TR 90	TR 91	DIFFERENCE		TL 90	TL 91	DIFFERENCE		TM 90	TM 91	DIFFERENCE	
	NCE	NCE	NCE	N	NCE	NCE	NCE	N	NCE	NCE	NCE	N
ACADEMIC ENRICHMENT												
ELEMENTARY COLLEGE PREPARATORY												
ANDERSON PLACE	72.7	74.2	1.5	66	82.0	80.7	-1.3	66	82.5	76.9	-5.6	66
BOND HILL	53.0	49.8	-3.2	59	51.6	52.4	.8	59	53.0	49.8	-3.2	59
BURTON	57.6	58.8	1.2	48	63.6	66.2	2.6	49	61.4	71.8	10.4	48
COVEDALE	61.4	61.6	.3	225	62.7	65.7	3.0	223	61.0	62.2	1.3	224
PLEASANT HILL	60.9	61.5	.6	100	61.5	65.0	3.5	99	57.0	66.8	9.8	100
ROSELAWN/CONDON	62.9	62.4	-.6	257	67.1	66.4	-.7	257	64.9	63.6	-1.3	257
PROGRAM TOTAL	62.0	61.9	-.1	755	64.9	66.1	1.2	753	63.1	64.2	1.2	754
READING/LANGUAGE ARTS DEMONSTRATION CENTER												
DOUGLASS	39.2	38.6	-.6	433	41.2	41.8	.6	260	39.0	37.9	-1.1	353
ROLL HILL	44.0	43.3	-.7	348	45.9	45.9	-.1	227	47.1	40.8	-6.3	289
PROGRAM TOTAL	41.4	40.7	-.7	781	43.4	43.7	.3	487	42.6	39.2	-3.4	642
PAIDEIA CRITICAL THINKING												
EASTWOOD	50.2	54.1	3.9	195	52.0	57.9	5.9	139	49.9	56.5	6.6	171
ROBERTS	43.9	43.4	-.5	601	45.0	43.9	-1.1	433	43.8	47.1	3.3	512
SHRODER	44.5	44.9	.5	473	45.7	45.4	-.4	474	47.5	45.2	-2.3	476
HUGHES CENTER	46.3	48.7	2.3	94	45.4	44.1	-1.3	93	42.0	42.3	.3	92
PROGRAM TOTAL	45.2	45.8	.7	1363	46.2	46.2	.0	1139	45.9	47.3	1.4	1251
JUNIOR HIGH COLLEGE READINESS												
DATER	51.2	50.7	-.6	125	54.3	51.3	-3.0	125	56.5	47.9	-8.7	128
PEOPLES	45.0	45.3	.4	59	47.8	47.0	-.8	59	44.6	38.4	-6.2	57
PORTER	47.6	45.5	-2.1	45	52.0	47.6	-4.4	45	47.9	40.3	-7.6	44
SCHWAB	42.8	43.2	.4	92	45.0	44.7	-.3	93	44.3	34.5	-9.8	92
PROGRAM TOTAL	47.1	46.8	-.3	321	50.1	48.1	-2.0	322	49.7	41.3	-8.4	321
CAREER DEVELOPMENT												
HIGH SCH/COMMUNICATIONS PROFESSIONS HUGHES CENTER	53.3	52.1	-1.2	58	49.4	47.2	-2.2	58	43.5	42.1	-1.4	59
HIGH SCH/COMPUTER PROFESSIONS HUGHES CENTER	47.9	49.9	2.0	51	47.2	45.7	-1.5	51	48.1	48.3	.2	51
HIGH SCH/HEALTH PROFESSIONS HUGHES CENTER	44.4	45.3	.9	62	43.6	42.2	-1.4	62	41.4	42.0	.6	61
PROGRAM TOTAL	48.4	49.0	.5	171	46.7	44.9	-1.7	171	44.1	43.9	-.2	171
ACADEMIC ENRICHMENT	48.4	48.5	.1	3391	51.1	51.1	0	2872	49.7	48.9	-.7	3139
ENRICHMENT OPPORTUNITIES												
EXTENDED DAY ENRICHMENT												
HEBERLE	42.6	47.6	5.0	17	54.2	52.2	-2.0	5	55.7	56.7	1.0	7
ENRICHMENT OPPORTUNITIES	42.6	47.6	5.0	17	54.2	52.2	-2.0	5	55.7	56.7	1.0	7
FINE ARTS												
PRIMARY SCHOOL FOR ARTS ENRICHMENT												
SCHIEL	54.1	55.4	1.3	266	59.4	64.1	4.6	78	48.3	56.1	7.8	170
THE SCHOOL FOR CREATIVE AND PERFORMING ARTS												
SCPA	58.1	57.7	-.4	725	59.4	58.4	-1.0	719	59.0	57.3	-1.7	724
FINE ARTS	57.0	57.1	.1	991	59.3	58.9	-.4	797	56.9	57.1	.1	894

TR=TOTAL READING TL=TOTAL LANGUAGE TM=TOTAL MATHEMATICS
DUE TO ROUNDING, THE REPORTED DIFFERENCES OCCASIONALLY DO NOT EQUAL DIFFERENCES BETWEEN REPORTED MEANS

ABLE 10. (CONT'D.)

	READING				LANGUAGE				MATHEMATICS			
	TR 90	TR 91	DIFFERENCE		TL 90	TL 91	DIFFERENCE		TM 90	TM 91	DIFFERENCE	
	NCE	NCE	NCE	N	NCE	NCE	NCE	N	NCE	NCE	NCE	N
FOREIGN LANGUAGE AND CULTURE												
ACADEMY OF WORLD LANGUAGES												
SAWYER	52.4	55.6	3.1	208	55.4	57.6	2.2	79	54.0	60.3	6.3	145
FRENCH BILINGUAL												
CARTHAGE	46.6	46.6	.0	256	54.0	59.2	5.2	136	51.3	57.4	6.0	197
MIDWAY	50.3	55.1	4.7	177	60.6	68.4	7.8	95	56.1	59.9	3.8	134
MT. WASHINGTON	55.2	57.8	2.6	247	60.0	63.1	3.2	126	56.4	63.8	7.4	185
PROGRAM TOTAL	50.7	52.9	2.2	680	57.8	63.0	5.2	357	54.4	60.3	5.9	516
GERMAN BILINGUAL												
FAIRVIEW	57.9	61.8	3.9	451	61.2	67.7	6.5	244	59.8	64.8	5.0	342
SPANISH BILINGUAL												
CHEVIOT	46.4	47.8	1.4	273	47.8	51.2	3.4	153	52.2	53.7	1.5	203
HARTWELL	54.5	55.1	.7	163	60.8	57.7	-3.1	87	57.1	60.7	3.6	124
MT. AIRY	51.9	52.9	.9	166	59.9	65.5	5.6	84	53.8	58.7	4.9	119
PLEASANT RIDGE	53.4	53.6	.2	198	60.2	61.3	1.1	101	56.6	57.8	1.2	142
SWIFTON	45.6	48.0	2.5	82	46.9	56.0	9.2	41	53.8	59.0	5.2	59
PROGRAM TOTAL	50.4	51.4	1.0	882	55.0	57.6	2.6	466	54.6	57.4	2.8	647
CINCINNATI BILINGUAL ACADEMY												
SAWYER	54.0	52.9	-1.1	604	56.2	55.9	-.3	600	52.8	48.7	-4.1	621
INTERNATIONAL STUDIES ACADEMY												
[illegible]	51.6	55.3	3.7	82	50.8	50.8	.0	76	47.3	47.9	.6	83
FOREIGN LANGUAGE AND CULTURE	52.6	54.1	1.5	2907	56.6	59.2	2.5	1822	54.6	56.7	2.1	2354
MATHEMATICS AND SCIENCE												
CINCINNATI ACADEMY OF MATH AND SCIENCE												
QUEBEC HEIGHTS	46.8	47.3	.5	476	48.8	53.0	4.2	316	52.9	59.5	6.6	400
WOODWARD	44.6	45.3	.7	198	44.7	44.1	-.6	201	46.8	45.6	-1.2	196
PROGRAM TOTAL	46.2	46.7	.6	674	47.2	49.6	2.3	517	50.9	54.9	4.0	596
MATHEMATICS AND SCIENCE	46.2	46.7	.6	674	47.2	49.6	2.3	517	50.9	54.9	4.0	596
PHYSICAL DEVELOPMENT												
CINCINNATI ACADEMY OF PHYSICAL EDUCATION												
WINTON TERRACE	46.3	46.0	-.3	382	50.2	52.7	2.5	232	50.3	50.9	.6	316
CAPE	40.1	37.4	-2.7	415	41.4	38.8	-2.7	413	42.2	35.8	-6.4	404
PROGRAM TOTAL	43.1	41.5	-1.6	797	44.6	43.8	-.8	645	45.8	42.4	-3.3	720
PHYSICAL DEVELOPMENT	43.1	41.5	-1.6	797	44.6	43.8	-.8	645	45.8	42.4	-3.3	720

=TOTAL READING   TL=TOTAL LANGUAGE   TM=TOTAL MATHEMATICS
E TO ROUNDING. THE REPORTED DIFFERENCES OCCASIONALLY DO NOT EQUAL DIFFERENCES BETWEEN REPORTED MEANS.

TABLE 10. (CONT'D.)

	READING				LANGUAGE				MATHEMATICS			
	TR 90	TR 91	DIFFERENCE		TL 90	TL 91	DIFFERENCE		TM 90	TM 91	DIFFERENCE	
	NCE	NCE	NCE	N	NCE	NCE	NCE	N	NCE	NCE	NCE	N
TEACHING METHODS												
FUNDAMENTAL ACADEMY												
COLLEGE HILL	51.3	54.7	3.3	364	53.0	54.9	1.9	215	53.1	57.9	4.8	286
LINWOOD	46.9	47.6	.7	244	52.9	53.7	.8	157	48.0	52.6	4.6	204
PROGRAM TOTAL	49.6	51.9	2.3	608	52.9	54.4	1.4	372	51.0	55.7	4.7	490
INDIVIDUAL PROGRESS AND SOCIAL IMPACT												
BRAMBLE	51.9	56.3	4.5	64	65.1	62.7	-2.4	23	52.4	50.7	-1.7	46
PLEASANT HILL	44.5	46.6	2.1	238	47.1	45.9	-1.1	96	46.5	45.3	-1.2	169
PROGRAM TOTAL	46.0	48.7	2.6	302	50.6	49.2	-1.4	119	47.8	46.4	-1.3	215
INDIVIDUALLY GUIDED EDUCATION												
EASTERN HILLS	41.1	41.3	.2	555	41.6	42.1	.5	456	41.7	39.1	-2.7	505
HEINOLD	37.1	37.6	.5	306	36.3	36.9	.6	220	39.0	41.8	2.8	264
SILVERTON	47.3	47.2	-.1	363	50.1	50.9	.8	267	47.8	50.3	2.5	326
WOODFORD	59.9	63.5	3.7	265	69.0	70.5	1.5	89	62.0	68.0	5.9	174
PROGRAM TOTAL	45.1	46.0	.8	1489	45.0	45.7	.7	1032	45.5	46.5	1.0	1269
MONTESSORI												
CARSON	50.0	53.4	3.4	151	52.3	57.7	5.4	57	48.3	56.3	8.0	96
NORTH AVONDALE	60.3	62.6	2.3	408	60.1	62.1	1.9	278	59.4	62.8	3.4	342
SANDS	61.8	63.4	1.6	537	61.8	63.8	2.0	335	62.8	64.7	1.9	435
PROGRAM TOTAL	59.6	61.7	2.1	1096	60.3	62.6	2.3	670	59.9	63.0	3.2	873
MULTI-AGE												
CLIFTON	47.8	46.8	-1.1	388	52.0	52.1	.1	276	48.6	51.5	2.9	373
UNIVERSITY DEMONSTRATION CENTER												
[illegible]	38.1	38.0	-.2	641	39.1	41.3	2.2	639	37.1	38.5	1.4	629
TEACHING METHODS	48.5	49.7	1.1	4524	48.9	50.2	1.3	3108	48.5	50.6	2.1	3849
GRAND TOTAL	49.6	50.2	.7	13301	51.5	52.4	.9	9766	50.7	51.6	.9	11559

TR=TOTAL READING TL=TOTAL LANGUAGE TM=TOTAL MATHEMATICS
DUE TO ROUNDING, THE REPORTED DIFFERENCES OCCASIONALLY DO NOT EQUAL DIFFERENCES BETWEEN REPORTED MEANS.

Comparison With Other Students. Both alternative and non-alternative student achievement gains were greater than expected and fairly similar in reading (+0.7 NCEs and +0.5 NCEs, respectively), language (+0.9 NCE and +0.6 NCEs, respectively) and mathematics (+0.9 NCEs and +0.6 NCEs, respectively) for the 1990-91 school year (see Table 11).

Table 11. Achievement Status Scores and Gains of Alternative and Non-Alternative Students Promoted Only) in Reading, Language and Mathematics, California Achievement Tests (Form E) April 1990 and April 1991.

	TOTAL READING NCE				TOTAL LANGUAGE NCE				TOTAL MATHEMATICS NCE			
	90	91	Difference		90	91	Difference		90	91	Difference	
	NCE	NCE	NCE	N	NCE	NCE	NCE	N	NCE	NCE	NCE	N
Alternative Students	49.6	50.2	.7	13301	51.5	52.4	.9	9766	50.7	51.6	.9	11559
Non-Alternative Students	42.5	43.0	.5	14020	45.4	45.9	.6	10324	44.7	45.3	.6	12074

Due to rounding, the reported differences occasionally do not equal differences between reported means.

Attitudes

All students in grades 3-12, all teachers and a sampling of parents participate each year in a Cincinnati Public Schools' School Information System (SIS) survey for the purpose of collecting attitudinal data from these groups toward various school concerns. Responses to items which attempt to measure the interracial understanding of the students, teachers and parents, their attitudes toward school and their attitudes toward school safety and discipline are reported herein.

Student Attitudes

During April 1991, the School Information System (SIS) Student Survey was administered to both the alternative and non-alternative students. Surveys were completed by 11,242 alternative students and 14,916 non-alternative students at three levels - elementary (grades 3-6), junior/middle (grades 7-8), and senior high (grades 9-12). Survey return rates reported were: grade 3 - 91%, grades 4-6 - 91% and grades 7-12 - 82%.

Since surveys varied slightly for students in grades 3, 4-6, and 7-12, results are presented in Tables 12-14 according to these grade level groupings. Students could select response options YES, NO or UNDECIDED for each item. The percentage of positive responses is reported.

Interracial Understanding. Five items on each survey were designed to measure students' personal interracial understanding and how they felt their school supported positive interracial understanding (see Table 12). Alternative students at all three levels generally had a more positive interracial understanding than non-alternative students as reflected in the survey results.

Although the alternative students had more positive attitudes toward interracial understanding than non-alternative students, the difference between the two groups was not as great as it was last year at grades three through six. Differences remained approximately the same at grades 7-12.

Table 12. Student Attitudes Toward Interracial Understanding, April 1991.

Item	PERCENTAGE OF YES RESPONSES		Percentage Point Difference
	Alternative Students	Non-Alternative Students	
Grade 3	(N=1676)	(N=2204)	
I like going to school with students of different races	91% -	86% +	+5
In my classes, we have talked about getting along with people of different races	93 -	93 +	0
Students of different races get along well in my school	75 -	69 +	+6
Student of different races are treated fairly at my school	86 -	78 -	+8
It is important to go to school with students of other races	83	74 +	+9
Grades 4-6	(N=5139)	(N=5007)	
I like going to school with students of different races	87%	81%	+6
In my classes, we have talked about getting along with people of different races	74 -	77	-3
Students of different races get along well in my school	65 -	62	+3
Students of different races are treated fairly at my school	73 +	69	+4
It is important to go to school with students of other races	76 +	68 +	+8
Grades 7-12	(N=4427)	(N=7705)	
I like going to school with students of different races	79%	71%	+8
In my classes, we have talked about interracial understanding	53 -	50 -	+3
Students of different races are treated fairly at my school	57 -	49 -	+8
Students of different races get along well in my school	59 -	44 -	+15
It is important to go to school with students of other races	77	71 +	+6

NOTE: In the Percentage of YES Responses column a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points.

Attitude Toward School. Five items on each student survey were used to assess how students felt about school and their teachers (see Table 13). Grade 3 and secondary alternative students were more positive than non-alternative students in response to most items, although differences were small. Alternative elementary students in grades 4-6 were more positive than non-alternative students only in response to the item, "I like my school," but this difference was quite large (+9 percentage points).

In comparison to survey results in 1989-90, non-alternative grade 3 and non-alternative grade 4-6 students were slightly more positive on two items. Responses for all other groups of students remained fairly stable.

Safety and Discipline. Five items were used to measure the attitudes of students toward school safety and discipline (see Table 14). Alternative students' responses for each grade level grouping were more positive than those of non-alternative students to almost each item.

In comparison to survey results in 1989-90, grade 3 and grade 4-6 non-alternative students' responses were more positive to two of the five items. Grade 3 alternative students' responses remained approximately the same while the responses of the remaining groups (alternative and non-alternative grade 7-12 and grade 4-6 alternative students) declined slightly.

In summary, survey responses of grade 3 and grade 7-12 alternative students were more positive than their counterparts in non-alternative programs toward items in all three categories: interracial understanding, attitudes toward school and attitudes toward safety and discipline. Grade 4-6 alternative students were only clearly more positive than non-alternative students in their responses toward items addressing interracial understanding.

The percentage of positive responses of alternative students remained similar in comparison to 1989-90 survey results.

Change was indicated for grade 3 students in response to items of interracial understanding. Responses for alternative grade 3 students declined and for non-alternative grade 3 students, responses increased. Grade 7-12 alternative and non-alternative students' responses decreased slightly toward items in the interracial understanding and discipline categories.

Table 13. Student Attitudes Toward School, April 1991.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	Non-Alternative Students	Percentage Point Difference
Grade 3	(N=1676)	(N=2204)	
I like school.	86% +	88% +	-2
I like my school.	88	83 +	+5
My teachers care about me.	94	91	+3
School helps me feel good about myself.	88	86	+2
We do interesting things in class to help us learn.	95	94	+1
Grades 4-6	(N=5139)	(N=5007)	
I like school.	65% +	67% +	-2
I like my school.	63	54	+9
My teachers care about me.	72 -	72	0
School helps me feel good about myself.	62	65 +	-3
Most of my school work is interesting.	62	66	-4
Grades 7-12	(N=4427)	(N=7705)	
I like school.	57% -	55%	+2
I like my school.	49	48	+1
My teachers care about me.	50	47	+3
School helps me feel good about myself.	47	46	+1
The things I learn at school are important to me.	72	70	+2

NOTE: In the Percentage of YES Responses column a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points.

Table 14. Student Attitudes Toward Safety and Discipline, April 1991.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	PERCENTAGE OF YES RESPONSES Non-Alternative Students	Percentage Point Difference
Grade 3	(N=1676)	(N=2204)	
My teachers treat me fairly.	88%	86%	+2
There is good discipline in my school.	80	68 -	+12
My classmates usually obey our teacher(s).	76 +	65 -	+11
My parents feel there is good discipline in my school.	87	80 +	+7
I feel safe at school.	83 -	80 +	+3
Grades 4-6	(N=5139)	(N=5007)	
Teachers treat me fairly.	65% -	64%	+1
There is good discipline in my school.	57 -	57 +	0
Students at my school are well behaved in class.	36	36 +	0
My parents feel there is good discipline in my school.	60 -	56	+4
I feel safe at school.	66	63	+3
Grades 7-12	(N=4427)	(N=7705)	
Discipline in my school is handled fairly.	43% -	36% -	+7
There is good discipline in my school.	43 -	33 -	+10
Punishments are given fairly at my school.	36 -	32 -	+4
My parents feel there is good discipline in my school.	44	31 -	+13
I feel safe at school.	45 -	39 -	+6

NOTE: In the Percentage of YES Responses column a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points.

Teacher Attitudes

The School Information System Teacher Survey was administered to both alternative and non-alternative teachers in May 1991. A total of 1,567 surveys identified as surveys from non-alternative teachers and 1,142 surveys identified as surveys from teachers of alternative programs were returned. The reported survey return rate for teachers was 93%. Teachers rated each item using a 1 (poor) to 7 (excellent) rating scale, with a rating of 4 considered average.

Alternative teachers' average ratings for all items on the survey continued to be more positive than those of non-alternative teachers. The average rating of alternative teachers to the 56 items on the survey was higher by 0.27 scale points in comparison to the average rating for non-alternative teachers. This difference is almost half the difference from the previous school year's survey results.

The responses given by these two groups of teachers to items which measured their interracial understanding, their attitudes toward school and school safety and their attitudes toward discipline are shown for comparative purposes in Tables 15-17.

Interracial Understanding. Alternative teachers gave higher ratings than non-alternative teachers to all five items measuring interracial understanding (see Table 15). In comparison to the previous school year, alternative teachers gave slightly lower ratings in response to four of the five items than were reported in the previous school year, while mean ratings for non-alternative teachers increased slightly in response to one. Differences between the two groups for each of the five items declined.

Table 15. Teacher Ratings of Interracial Understanding, May 1991.

Item	Mean Rating (1-7) Alternative Teachers (N = 1142)	Mean Rating (1-7) Non-Alternative Teachers (N = 1567)	Difference
Degree of interracial understanding within our student body.	4.82 -	4.24	+.58
Adequacy of my school's efforts to improve interracial understanding.	5.02 -	4.60	+.42
Degree of interracial understanding within our school staff.	5.02 -	4.62	+.40
Degree to which students of all races are treated fairly in our school.	5.48 -	5.16 +	+.32
Staff support for improved interracial understanding.	5.25	4.80	+.45

NOTE: In the Mean Rating columns a + indicates an increase of .10 or more in comparison to spring 1989-90 and a - indicates a decline of .10 or more.

Attitude Toward School. Alternative teachers gave higher ratings to each of the five items measuring attitude toward school than did non-alternative teachers (see Table 16). The mean ratings for alternative teachers decreased slightly from the previous year on three of the items, while ratings on one of the five items increased for non-alternative teachers. These small changes resulted in smaller differences between the two groups in comparison to differences in the previous school year.

Table 16. Teacher Attitudes Toward School, May 1991.

Item	Mean Rating (1-7) Alternative Teachers (N = 1142)	Mean Rating (1-7) Non-Alternative Teachers (N = 1567)	Difference
My morale as it relates to my school.	4.92 -	4.62	+.30
Satisfaction with my teaching assignment.	5.57	5.35	+.22
General quality of teaching in our school.	5.73	5.36	+.37
Staff morale in our school.	4.37 -	4.04	+.33
Administrator(s) cooperation with the teachers in our school.	4.96 -	4.82 +	+.14

NOTE: In the Mean Rating columns a + indicates an increase of .10 scale points or more in comparison to spring 1989-90 and a - indicates a decline of .10 scale points or more.

Safety and Discipline. Responses concerning safety and discipline at school were more positive for alternative program teachers than for non-alternative teachers (see Table 17). Alternative teachers gave slightly less positive responses to all five items while non-alternative teachers gave more positive responses to four of the items in comparison to the previous year´s responses. The areas of greatest difference, however, continued to be in response to items addressing students´ freedom from physical threat and behavior of students.

Table 17. Teacher Attitudes Toward Safety and Discipline, May 1991.

Item	Mean Rating (1-7) Alternative Teachers (N = 1142)	Mean Rating (1-7) Non-Alternative Teachers (N = 1567)	Difference
Effectiveness of disciplinary procedures in our school.	4.15 -	3.81 +	+.34
Clarity of our school's code of discipline.	4.56 -	4.30 +	+.26
Behavior of students in our school.	3.95 -	3.36 +	+.59
Students' freedom from physical threat in our school.	5.01 -	4.40	+.61
Administrative help in our school with discipline problems.	4.68 -	4.48 +	+.20

NOTE: In the Mean Rating columns a + indicates an increase of .10 or more in comparison to spring 1989-90 and a - indicates a decline of .10 or more.

Non-alternative teachers reversed a pattern of decline in positive responses which began four years ago. Of the 15 items reviewed in Tables 15-17, six items increased for non-alternative teachers from average responses in 1989-90 and none decreased. While positive responses of alternative teachers have increased during the previous two school years, for 1990-91 they decreased slightly in response to 12 items and increased on none. As a result, the gap in attitudes between these two groups has narrowed considerably from previous years.

Parent Attitudes

Surveys were completed by 5,328 parents of alternative students and by 5,827 parents of non-alternative students during May 1991. The overall survey return rate for parents was 54%. Results of the SIS Parent Survey are shown as the percentage of positive responses and are reported in Tables 18-20.

Interracial Understanding. Four survey items on the SIS Parent Survey ask parents to reflect on the interracial understanding at their child's school and whether or not children should have interracial experiences at school.

Parents of alternative students gave a higher percentage of positive responses than parents of non-alternative students to each of these items but the differences declined from those of the previous school year. Alternative parents' attitudes dropped slightly on two items while non-alternative parents' attitudes moderately rose. Nonetheless, over 80% of alternative parents continued to indicate that their children should have interracial experiences in school.

Table 18. Parent Ratings of Interracial Understanding, May 1991.

	Percentage of Yes Responses		
Item	**Alternative Parents (N=5,328)**	**Non-Alternative Parents (N=5,827)**	**Difference**
Do you believe the staff at your child's school supports interracial understanding?	73% -	67% +	+6
Do you believe children should have interracial experiences in their school program?	84	78 +	+6
Do you think there is good interracial understanding in your child's school?	67 -	60 +	+7
Has the school done a good job of promoting interracial understanding?	67	60 +	+7

NOTE: In the Percentage of YES Responses column a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points.

Attitude Toward School. Parents of alternative students gave more positive responses in comparison to parents of non-alternative students to al five items measuring attitudes toward school but, again, differences decrease from those of 1989-90. While alternative parents' responses remained similar to last year, non-alternative parents' attitudes were slightly more positive (see Table 19). The items that both groups continued to rate highest indicated that parents felt that schools were teaching what they thought should be taught and that schools were doing a good job of teaching basic skills.

Table 19. Parent Attitudes Toward School, May 1991.

Item	Percentage of Yes Responses Alternative Parents (N=5,328)	Non-Alternative Parents (N=5,827)	Difference
Does your child's school teach what you think should be taught?	88%	81%	+6
Are you satisfied with the quality of teaching at your child's school?	82	74 +	+8
Has the school done a good job of teaching your child basic skills such as reading?	86 -	84 +	+2
Do you believe your child's teachers take a personal interest in him/her?	75	70 +	+5
Do you feel your school's programs are meeting the individual needs of your child?	71	65	+6

NOTE: In the Percentage of YES Responses column a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points.

Safety and Discipline. The responses of parents of alternative students were more positive than responses of parents of non-alternative students to each item measuring attitudes toward safety and discipline (see Table 20). As with the previous two categories of items, however, these differences declined over those of the previous year. Alternative parents' attitudes remained approximately the same while non-alternative parents' responses were more positive.

While the positive responses of alternative parents to the item, "Do you feel there is good discipline in your child's school?" did drop by 2 percentage points, from 74% to 72%, this item continued to reflect the largest difference between the two groups of all items discussed again this year. This difference dropped from 13 to 9 percentage points.

Table 20. Parent Attitudes Toward Safety and Discipline, May 1991.

Item	Percentage of Yes Responses Alternative Parents (N=5,328)	 Non-Alternative Parents (N=5,827)	Difference
Do you feel there is good discipline in your child's school?	72% -	63% +	+9
Do you feel your child is safe at school?	81	73 +	+8
Do you think your child is treated fairly at school?	81	77 +	+4
Do you believe the principal in your child's school is doing a good job?	81	76 +	+5
Do you feel your child is receiving an education that will help him/her become a good citizen?	86	80	+6

NOTE: In the Percentage of YES Responses column a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points.

Parents of alternative students were more positive than parents of non-alternative students to all items reported. Differences between the two groups, however, dropped overall from the previous year with alternative parents slightly less positive in their responses toward a few of the items in comparison to 1989-90 and non-alternative parents more positive in response to items in all three groups.

Program Costs

All alternative programs receive additional staffing allocations to assist them in achieving their unique goals. Additional staff are defined as certificated and non-certificated personnel who are assigned to alternative programs in addition to regular staffing allocations. Similarly, additional non-personnel budget allocations are given to alternative programs as supplements to allocations routinely made to schools. Funds for meeting 1990-91 additional personnel and non-personnel costs were provided from the district's General Fund and the Bronson Settlement Agreement (state funds). Funds available through the Bronson Settlement Agreement have been supporting new and existing alternative programs since September 1984.

Shown in Table 21 is the number of additional certificated and non-certificated personnel positions allocated to alternative programs. There were 335.0 additional full time equivalent positions provided, 224.5 (67.0%) of which were certificated positions. Kindergarten teachers and other regular classroom teachers together made up almost half of the total number of additional certificated personnel positions. Physical education, art or music teachers, academic coaches and language teachers made up the next three largest groups of additional personnel in alternative programs. Almost all of the non-certificated personnel positions were instructor assistant positions.

Non-personnel funds were provided to alternative school programs based on the number of students enrolled and other special needs of each program. These funds were used for a variety of purposes including staff in-service training, school renovation, classroom modules, curriculum development, equipment, materials and supplies.

Allocated to all alternative programs were 12.4 million dollars, almost 11 million of which funded the additional personnel of alternative programs. Non-personnel costs totaled approximately 1.4 million dollars (see Table 22).

Table 21. Additional Certificated and Non-Certificated Personnel Positions for Alternative Programs, 1990-91.

Personnel	Full-Time Equivalent (FTE) Positions	
Certificated Personnel	**Number**	**Percentage of Total Certificated Personnel**
Classroom Teacher	54.3	24.2%
Kindergarten Teacher	44.5	19.8
Physical Education, Art or Music Teacher	37.5	16.7
Academic Coach	34.3	15.3
Language Teacher	31.7	14.1
Coordinating Teacher	10.0	4.5
Reading Intervention Teacher	6.0	2.7
Occupational Therapist	2.0	0.9
Suzuki Teacher	1.8	0.8
Curriculum Development Teacher	1.0	0.4
Science Lab Teacher	1.0	0.4
Gifted and Talented Teacher	0.4	0.2
Non-Certificated Personnel	**Number**	**Percentage of Total Non-Certificated Personnel**
Instructor Assistant	108.5	98.2
Secretary	2.0	1.8
Total Additional Personnel	**Number**	**Percentage of Total Personnel**
Total Certificated Personnel	224.5	67.0%
Total Non-Certificated Personnel	110.5	33.0%
Total Personnel (Full Time Equivalent Positions)	335.0	100.0%

Table 22. Estimated Additional Personnel and Non-Personnel Costs by Alternative School Program, 1990-91.

Program/Location	Number of Certificated Positions	Number of Non-Certificated Positions	Personnel Costs	Non-Personnel Costs
Academic Enrichment				
o Elementary College Preparatory				
Anderson Place (4-6)	0.17	0.0	6,700	532
Bond Hill (4-6)	0.17	0.0	6,700	322
Burton (4-6)	0.17	0.0	6,700	455
Covedale (4-6)	0.17	0.0	6,700	1,526
Pleasant Hill (4-6)	0.36	0.0	15,319	686
Roselawn/Condon (4-8)	0.16	0.0	6,306	1,932
Program Total	1.2	0.0	48,425	5,453
o Reading/Language Arts Demonstration Center				
Douglass (K-6)	5.5	2.0	286,252	2,576
Roll Hill (K-6)	5.5	2.0	268,529	3,101
Program Total	11.0	4.0	554,781	5,677
o Paideia Critical Thinking School				
Eastwood (K-6)	8.5	1.0	355,356	94,799
Roberts (K-8)	17.0	1.0	697,718	14,869
Shroder (7-8)	17.5	0.0	704,847	9,850
Hughes Center (9-10)	10.0	0.5	421,041	50,325
Program Total	53.0	2.5	2,178,962	169,843
o Junior High College Readiness				
Dater (7-9)	3.0	0.0	129,418	1,225
Peoples (7-8)	2.0	0.0	86,279	504
Porter (7-8)	2.0	0.0	86,279	343
Schwab (7-8)	2.0	0.0	86,279	644
Program Total	9.0	0.0	388,255	2,716
o Career Development				
High School for the Communication Professions				
Hughes Center (9-11)	5.34	0.5	238,038	719,263
High School for the Computer Professions				
Hughes Center (9-12)	6.0	0.5	242,055	313,850
High School for the Health Professions				
Hughes Center (9-11)	4.6	0.5	271,752	10,100
Program Total	16.4	1.5	751,845	1,043,213
Academic Enrichment Total	90.6	8.0	3,922,268	1,226,902
Extended Day Enrichment				
o Extended Day Enrichment				
Heberle (K-6)	2.5	1.0	129,628	4,316
Fine Arts				
o Primary School for Arts Enrichment				
Schiel (K-3)	8.3	0.0	326,974	2,702
o School for Creative and Performing Arts				
SCPA (4-12)	9.0	0.0	401,547	7,987
Fine Arts Total	17.3	0.0	728,521	10,689
Foreign Language and Culture				
o Academy of World Languages				
Sawyer (K-5)	10.0	0.0	416,984	2,156
French Bilingual				
Carthage (K-5)	2.0	0.0	83,357	31,474
Midway (K-5)	3.0	0.0	125,036	1,050
Mt. Washington (K-5)	2.0	0.0	83,357	1,450
Program Total	7.0	0.0	291,750	33,974
German Bilingual				
Fairview (K-5)	6.5	1	283,046	1,900

Table 22. (Cont'd.)

Program/Location		**Number of Certificated Positions**	**Number of Non-Certificated Positions**	**Personnel Costs**	**Non-Personnel Costs**
Spanish Bilingual					
Cheviot	(K-6)	2.0	0.0	83,357	1,350
Hartwell	(K-5)	3.0	0.0	125,036	950
Mt. Airy	(K-5)	1.0	0.0	41,679	1,060
Pleasant Ridge	(K-5)	1.0	0.0	41,679	1,150
Swifton	(K-5)	0.5	0.0	20,840	650
Program Total		7.5	0.0	312,591	5,160
Cincinnati Bilingual Academy					
Sawyer	(6-8)	10.0	0.0	416,786	2,000
International Studies Academy					
Withrow	(9-12)	1.0	0.0	57,597	29,027
Total All Foreign Language and Culture		41.0	1.0	1,778,754	74,217
Math and Science					
o **Cincinnati Academy of Mathematics and Science**					
Quebec Heights	(K-6)	5.5	1.0	257,687	5,256
Woodward	(7-12)	5.0	1.0	244,435	3,682
Program Total		10.5	2.0	502,122	8,938
Physical Development					
Cincinnati Academy of Physical Education					
Winton Terrace	(K-5)	8.5	0.0	360,758	3,794
C.A.P.E.	(6-12)	8.0	0.0	325,396	6,223
Program Total		16.5	0.0	686,154	10,017
Teaching Methods					
o **Fundamental Academy**					
College Hill	(K-6)	2.0	0.0	81,457	3,465
Linwood	(K-6)	1.0	0.0	40,728	2,051
Program Total		3.0	0.0	122,185	5,516
o **Individual Progress and Social Impact Program**					
Bramble	(K-3)	1.0	0.0	48,160	903
Pleasant Hill	(K-3)	1.0	0.0	48,160	2,401
Program Total		2.0	0.0	96,320	3,304
o **Individually Guided Education**					
Eastern Hills	(K-8)	4.7	6.0	296,036	4,571
Heinold	(K-8)	4.0	6.0	263,798	3,213
Silverton	(K-6)	4.5	6.0	287,020	3,276
Woodford	(K-3)	5.0	6.0	310,243	2,807
Program Total		18.2	24.0	1,157,097	13,867
o **Montessori**					
Carson	(K-4)	5.5	13.5	425,937	25,925
North Avondale	(K-6)	6.5	24.0	559,272	3,542
Sands	(K-6)	6.0	29.0	642,240	4,669
Program Total		18.0	66.5	1,627,449	34,136
o **Multi-Age**					
Clifton	(K-6)	2.0	8.0	189,496	3,493
o **University Demonstration Center**					
Chase	(3-6)	1.0	0.0	50,506	6,300
Teaching Methods Total		44.2	98.5	3,243,053	66,616
TOTAL		**224.5**	**110.5**	**10,990,500**	**1,401,695**

Conclusions and Recommendations

The 1990-1991 school year was the twenty-first year alternative programs in the Cincinnati Public Schools have contributed to efforts in providing quality integrated education for students. Findings concerning alternative programs for 1990-91 are listed below.

Conclusions

Positive Findings

- Student enrollment in alternative programs increased.
- The percentage of alternative students at or above the national norm increased in reading, language and mathematics in comparison to the previous school year.
- The percentage of alternative students at or above the national norm in reading, language and mathematics was higher than for non-alternative students.
- The achievement gains made by alternative students were greater than expected in reading, language and mathematics.
- The achievement gains made by alternative students in reading, language and mathematics were greater than the gains reported in 1989-90.
- The achievement gains made by alternative students were greater than they were for non-alternative students.
- Responses of alternative students, their parents and teachers on survey items which reflected attitudes toward school, school discipline and safety and interracial understanding were characteristically more positive than for non-alternative cohorts.

Negative Findings

- Responses of alternative students, their parents and teachers on survey items which reflected attitudes toward school, school discipline and safety and interracial understanding were characteristically slightly less positive than responses in 1989-90.

Recommendations

1. Consider identifying additional methods for evaluating the unique aspects of each alternative program when appropriate. For many programs, standardized test results in reading, mathematics and language do not address what makes their instructional program different from other programs. For example, all fifth, eighth and twelfth grade bilingual program students could be tested on their knowledge of their language of study.

2. Consider developing a procedure whereby individual alternative programs can be measured against objective criteria in order to identify programs to be targeted for improvement or considered for elimination.

3. Consideration should be given to expansion of programs which are very popular. Many programs have a larger number of applications rejected or placed on waiting lists than the number of applications accepted.

4. Categorize applications by home school attendance area in order to identify areas in which alternative recruitment could be increased.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

APPENDIX A

Table A. Number of Students Enrolled in Current Alternative Programs, 1984-85 Through 1990-91.

Programs and Current Sites	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Academic Enrichment							
o **Elementary College Preparatory**							
Anderson Place (4-6)	85	84	79	81	74	77	70
Bond Hill (4-6)	84	70	68	69	63	62	62
Burton (4-6)	52	49	60	65	53	63	58
Covedale (4-6)	228	241	246	250	226	219	237
Pleasant Hill (4-6)	99	138	126	116	100	99	107
Roselawn/Condon (4-8)	340	265	275	268	281	272	255
Program Total	888	847	854	849	797	792	789
o **Reading/Language Arts Demonstration Center**							
Douglass (K-6)	609	663	631	631	624	616	600
Roll Hill (K-6)	—	—	367	435	461	480	479
Program Total	609	663	998	1066	1085	1096	1079
o **Paideia Critical Thinking School**							
Eastwood (K-6)	—	—	—	—	—	—	341
Roberts (K-8)	—	—	—	—	810	796	850
Shroder (7-8)	—	—	189	373	468	569	605
Hughes Center (9-10)	—	—	—	—	—	143	294
Program Total	—	—	189	373	1278	1508	2090
o **Junior High College Readiness**							
Dater (7-9)	84	121	116	119	149	177	187
Peoples (7-8)	111	112	106	110	79	66	86
Porter (7-8)	154	171	86	80	47	47	39
Schwab (7-8)	120	108	95	107	102	93	100
Program Total	533*	567*	403	416	377	383	412
o **Career Development**							
High School for the Communications Professions							
Hughes Center (9-11)	—	—	—	—	—	148	218
High School for the Computer Professions							
Hughes Center (9-12)	95	300	364	350	328	250	276
High School for the Health Professions							
Hughes Center (9-11)	—	—	—	—	—	149	213
Program Total	188*	400*	452*	442*	413*	547	707
Academic Enrichment Total	2218	2477	2896	3146	3950	4326	5077
Enrichment Opportunities							
o **Extended Day Enrichment**							
Heberle (K-6)	61	55	39	61	65	35	43
Fine Arts							
o **Primary School for Arts Enrichment**							
Schiel (K-3)	—	161	284	389	383	381	368
o **School for Creative and Performing Arts**							
SCPA (4-12)	1113	1127	1134	1122	1170	1147	1191
Fine Arts Total	1113	1288	1418	1511	1553	1528	1559
Foreign Language and Culture							
o **Academy of World Languages**							
Sawyer (K-5)	—	79	161	171	255	304	335
o **French Bilingual**							
Carthage (K-5)	380	389	396	424	398	394	371
Midway (K-5)	267	273	268	251	260	253	244
Mt. Washington (K-5)	339	181	354	361	363	356	368
Program Total	986	843	1018	1036	1021	1003	983

Table A. (Cont'd.)

Programs and Current Sites	**84-85**	**85-86**	**86-87**	**87-88**	**88-89**	**89-90**	**90-91**
o **German Bilingual**							
Fairview (K-5)	546	572	580	607	589	630	648
o **Spanish Bilingual**							
Cheviot (K-6)	236	300	351	349	396	411	399
Hartwell (K-5)	219	227	224	206	218	214	213
Mt. Airy (K-5)	246	220	233	226	233	225	221
Pleasant Ridge (K-5)	335	341	319	320	313	310	267
Swifton (K-5)	92	110	118	137	137	119	111
Program Total	1128	1198	1245	1238	1297	1279	1211
o **Cincinnati Bilingual Academy**							
Sawyer (6-8)	390	384	426	480	510	591	645
o **International Studies Academy**							
Withrow (9-12)	536	522	499	557	524	543	479
Foreign Language and Culture Total	3586	3598	3929	4089	4196	4350	4301
Mathematics and Science							
o **Cincinnati Academy of Mathematics and Science**							
Quebec Heights (K-6)	—	—	--	--	619	606	588
Woodward (7-12)	438	496	461	495	466	550	466
Mathematics and Science Total	499*	573*	535*	575*	1085	1156	1054
Physical Development							
o **Cincinnati Academy of Physical Education**							
Winton Terrace (K-5)	--	201	413	492	512	546	540
C.A.P.E. High (6-12)	1240	1208	1182	1043	930	965	938
Physical Development Total	1240	1409	1595	1535	1442	1511	1478
Teaching Methods							
o **Fundamental Academy**							
College Hill (K-6)	516	535	572	546	521	513	504
Linwood (K-6)	326	312	308	319	315	291	287
Program Total	842	847	880	865	836	804	791
o **Individual Progress and Social Impact Program**							
Bramble (K-3)	156	121	122	106	129	126	124
Pleasant Hill (K-3)	363	318	327	315	327	342	326
Program Total	519	439	449	421	456	468	450
o **Individually Guided Education**							
Eastern Hills (K-8)	560	672	687	726	715	716	738
Heinold (K-8)	535	574	551	531	558	525	483
Silverton (K-6)	464	460	452	499	510	522	525
Woodford (K-3)	378	415	409	414	370	409	391
Program Total	1973*	2252*	2163*	2197*	2153	2172	2137
o **Montessori**							
Carson (K-3)	—	—	--	--	166	204	244
North Avondale (K-6)	241	348	430	479	514	510	509
Sands (K-6)	653	649	634	641	664	651	669
Program Total	894	997	1064	1120	1344	1365	1422
o **Multi-Age**							
Clifton (K-6)	661	682	612	631	576	552	633
o **University Demonstration Center**							
Chase (3-6)	700	715	848	878	864	902	834
Teaching Methods Total	5589	5932	6016	6112	6229	6263	6267
TOTAL ALL ALTERNATIVE PROGRAMS (K-12)	14420*	15518*	16612*	17231*	18748*	19169	19779

* Number reflects program(s) since closed and not listed in table.

APPENDIX B

Table B. Percentage of Black Students in Current Alternative Programs, 1984-85 Through 1990-91.

Programs and Current Sites		84-85	85-86	86-87	87-88	88-89	89-90	90-91
Academic Enrichment								
o **Elementary College Preparatory**								
Anderson Place	(4-6)	42.4%	40.5%	43.0%	39.5%	39.2%	46.8%	44.3%
Bond Hill	(4-6)	97.6	98.6	98.5	98.6	95.2	96.8	91.9
Burton	(4-6)	98.1	100.0	100.0	98.5	98.1	98.4	94.8
Covedale	(4-6)	33.3	28.2	30.9	31.6	34.1	32.0	32.1
Pleasant Hill	(4-6)	67.7	65.2	69.8	71.6	64.0	68.7	64.5
Roselawn/Condon	(4-8)	55.0	64.9	59.3	58.2	59.1	58.5	58.0
Program Total		56.2	56.9	57.1	56.8	56.2	57.4	55.3
o **Reading/Language Arts Demonstration Center**								
Douglass	(K-6)	65.7	75.3	72.6	73.7	76.6	77.9	81.2
Roll Hill	(K-6)	—	—	56.4	60.4	54.9	57.9	58.0
Program Total		—	—	66.6	65.8	67.4	69.2	70.9
o **Paideia Critical Thinking School**								
Eastwood	(K-6)	—	—	—	—	—	—	59.8
Roberts	(K-8)	--	--	—	—	42.5	40.8	41.5
Shroder	(7-9)	—	—	58.7	65.2	55.3	58.9	63.5
Hughes Center	(9-11)	--	--	—	—	—	64.3	67.7
Program Total		—	—	—	—	47.2	49.9	54.5
o **Junior High College Readiness**								
Dater	(7-9)	48.8	50.4	45.7	43.7	39.6	37.3	32.6
Peoples	(7-8)	66.7	81.3	83.0	70.9	70.9	74.2	79.1
Porter	(7-8)	69.5	71.9	67.4	68.8	59.6	61.7	66.7
Schwab	(7-8)	48.3	58.3	55.7	63.6	60.8	59.1	65.0
Program Total		62.9*	67.4*	62.5	60.8	54.4	52.0	53.4
o **Career Development**								
High School for the Communication Professions								
Hughes Center	(9-10)	—	—	—	--	--	62.8	57.8
High School for the Computer Professions								
Hughes Center	(9-12)	42.1	46.0	58.5	69.4	77.4	64.8	62.7
High School for the Health Professions								
Hughes Center	(9-10)	—	—	—	—	--	71.1	65.7
Academic Enrichment Total		N/A	N/A	N/A	N/A	N/A	58.4	59.1
Program Total		55.9*	49.0*	59.1*	67.2*	76.3*	66.0	62.1
Enrichment Opportunities								
o **Extended Day Enrichment**								
Heberle	(K-6)	67.2	45.5	46.2	77.0	55.4	65.7	51.2
Fine Arts								
o **Primary School for Arts Enrichment**								
Schiel	(K-3)	—	49.1	54.2	57.3	55.4	58.3	54.9
o **School for Creative and Performing Arts**								
SCPA	(4-12)	45.1	45.8	46.4	44.2	44.7	46.7	52.5
Fine Arts Total		--	46.2	48.0	47.6	47.3	49.6	53.0
Foreign Language and Culture								
o **Academy of World Languages**								
Sawyer	(K-5)	—	58.2	53.4	57.3	60.0	65.1	61.8
o **French Bilingual**								
Carthage	(K-5)	51.8	56.6	61.4	59.7	62.6	65.2	62.5
Midway	(K-5)	40.8	38.5	42.9	47.0	46.9	49.0	51.6
Mt. Washington	(K-5)	28.3	24.3	20.6	23.8	23.1	25.3	22.3
Program Total		40.8	43.8	42.3	44.1	44.6	47.0	44.8

Table B. (Cont´d.)

Programs and Current Sites		84-85	85-86	86-87	87-88	88-89	89-90	90-91
o German Bilingual								
Fairview	(K-5)	41.0%	44.9%	47.6%	48.3%	47.9%	47.9%	48.9%
o Spanish Bilingual								
Cheviot	(K-6)	37.7	39.7	38.5	44.1	46.7	47.2	46.6
Hartwell	(K-5)	52.1	56.4	60.3	64.6	61.0	61.2	61.0
Mt. Airy	(K-5)	50.4	53.6	53.6	53.1	55.4	60.9	61.5
Pleasant Ridge	(K-5)	54.3	62.2	62.7	62.2	64.9	63.9	60.3
Swifton	(K-5)	66.3	53.6	50.8	43.8	45.3	48.7	51.4
Program Total		50.5	53.1	52.6	53.8	54.9	56.1	55.3
o Cincinnati Bilingual Academy								
Sawyer	(6-8)	59.2	58.1	54.2	55.2	51.0	55.2	55.0
o International Studies Academy								
Withrow	(9-12)	61.9	67.8	69.5	60.7	71.0	75.3	60.5
Foreign Language and Culture Total		49.1	52.4	51.6	51.8	51.6	55.7	53.0
Mathematics and Science								
o Cincinnati Academy of Mathematics and Science								
Quebec Heights	(K-6)	--	--	--	--	43.1	45.5	48.8
Woodward	(7-12)	78.5	79.0	76.8	74.1	74.5	74.4	81.3
Mathematics and Science Total		79.2*	81.3*	78.3*	77.7*	56.6	59.3	63.2
Physical Development								
o Cincinnati Academy of Physical Education								
Winton Terrace	(K-5)	--	67.2	57.4	56.9	62.0	68.7	74.1
C.A.P.E. High	(6-12)	54.8	55.5	56.1	54.7	58.8	59.3	63.5
Physical Development Total		--	57.1	56.4	55.4	59.9	62.7	67.4
Teaching Methods								
o Fundamental Academy								
College Hill	(K-6)	57.2	56.6	57.7	57.0	59.7	62.4	59.3
Linwood	(K-6)	39.6	38.1	41.9	45.5	44.8	48.5	48.4
Program Total		50.4	49.8	52.2	52.7	54.1	57.3	55.4
o Individual Progress and Social Impact Program								
Bramble	(K-3)	50.6	51.2	55.7	50.9	65.9	73.8	81.5
Pleasant Hill	(K-3)	68.0	69.5	71.6	74.6	74.3	73.1	71.2
Program Total		62.8	64.5	67.3	68.6	71.9	73.3	74.0
o Individually Guided Education								
Eastern Hills	(K-8)	53.9	53.0	44.9	55.4	65.3	58.2	61.1
Heinold	(K-8)	63.9	61.7	63.0	65.7	69.2	69.9	73.5
Silverton	(K-6)	82.5	83.7	81.9	82.8	80.6	84.5	87.4
Woodford	(K-3)	54.8	59.0	55.3	52.4	51.1	53.5	54.7
Program Total		64.2*	65.0*	61.9*	63.7*	64.0	66.5	69.2
o Montessori								
Carson	(K-3)	--	--	--	--	38.6	43.1	45.5
North Avondale	(K-6)	57.7	61.5	56.9	55.7	53.7	52.9	50.3
Sands	(K-6)	48.1	49.9	50.9	50.1	46.7	47.9	45.3
Program Total		50.7	54.0	53.4	52.5	48.4	49.1	47.1
o Multi-Age								
Clifton	(K-6)	53.9	56.0	58.2	56.3	59.0	58.9	61.1
o University Demonstration Center								
Chase	(3-6)	59.3	57.6	53.9	53.4	57.9	63.5	63.8
Teaching Methods Total		N/A	N/A	N/A	N/A	N/A	60.9	61.3
TOTAL ALL ALTERNATIVE PROGRAMS	**(K-12)**	53.3*	57.1*	56.1*	56.6*	56.0*	58.3*	58.8

* Percentage reflects program(s) since closed and not listed in table.

APPENDIX D

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of November 18, 1991.

NO. OF TRANS.	RECEIVING SCHOOL	GR. K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. UN	BLACK	WHITE
1	**ANDERSON PL TOTAL 1991-92**	0	0	0	1	0	0	0	0	0	1
1	ANDERSON PL TOTAL 1990-91	0	0	0	0	1	0	0	0	0	1
1	**BRAMBLE TOTAL 1991-92**	0	0	1	0	0	0	0	0	0	1
1	BRAMBLE TOTAL 1990-91	0	0	1	0	0	0	0	0	0	1
3	**CARSON TOTAL 1991-92**	0	0	0	0	0	0	3	0	3	0
8	CARSON TOTAL 1990-91	0	0	0	0	0	4	4	0	8	0
3	**C FAIRMOUNT TOTAL 1991-92**	0	0	1	0	1	0	1	0	3	0
4	C FAIRMOUNT TOTAL 1990-91	0	0	1	1	0	1	1	0	4	0
75	**COVEDALE TOTAL 1991-92**	5	11	13	14	9	7	13	3	75	0
67	COVEDALE TOTAL 1990-91	9	8	8	13	11	9	7	2	67	0
48	**HARTWELL TOTAL 1991-92**	0	3	11	6	9	14	5	0	48	0
38	HARTWELL TOTAL 1990-91	0	6	3	4	9	6	10	0	38	0
1	**HAYS TOTAL 1991-92**	0	0	0	0	0	0	1	0	0	1
0	HAYS TOTAL 1990-91	0	0	0	0	0	0	0	0	0	0
2	**HEBERLE TOTAL 1991-92**	0	0	0	1	0	1	0	0	0	2
0	HEBERLE TOTAL 1990-91	0	0	0	0	0	0	0	0	0	0
23	**HYDE PARK TOTAL 1991-92**	0	0	1	8	6	4	4	0	19	4
22	HYDE PARK TOTAL 1990-91	0	0	6	6	3	5	2	0	20	2
76	**KILGOUR TOTAL 1991-92**	6	8	14	13	7	16	11	1	76	0
64	KILGOUR TOTAL 1990-91	3	11	12	8	16	7	6	1	64	0

NO. OF TRANS.	RECEIVING SCHOOL	GR. K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. UN	BLACK	WHITE
8	**KIRBY ROAD TOTAL 1991-92**	1	7	0	0	0	0	0	0	8	0
13	KIRBY ROAD TOTAL 1990-91	1	8	4	0	0	0	0	0	13	0
5	**LOSANTIVILLE TOTAL 1991-92**	0	0	1	1	3	0	0	0	0	5
8	LOSANTIVILLE TOTAL 1990-91	0	2	1	2	1	2	0	0	2	6
20	**MCKINLEY TOTAL 1991-92**	0	1	2	4	6	4	3	0	20	0
12	MCKINLEY TOTAL 1990-91	0	1	4	2	1	2	2	0	12	0
51	**MIDWAY TOTAL 1991-92**	0	3	6	8	8	14	11	1	51	0
59	MIDWAY TOTAL 1990-91	0	3	7	6	16	12	14	1	59	0
10	**MT. AIRY TOTAL 1991-92**	0	0	6	1	1	2	0	0	9	1
18	MT. AIRY TOTAL 1990-91	0	7	3	2	4	1	1	0	10	0
37	**MT. WASH. TOTAL 1991-92**	0	1	3	4	8	14	6	1	37	0
42	MT. WASH. TOTAL 1990-91	0	3	2	7	4	11	14	1	42	0
2	**N FAIRMOUNT TOTAL 1991-92**	0	0	1	0	0	0	0	1	2	0
2	N FAIRMOUNT TOTAL 1990-91	0	0	1	0	0	0	0	1	2	0
3	**OYLER TOTAL 1991-92**	0	1	2	0	0	0	0	0	3	0
9	OYLER TOTAL 1990-91	0	2	1	0	0	1	2	3	9	0
2	**PLEASANT HILL TOTAL 1991-92**	0	1	1	0	0	0	0	0	0	2
1	PLEASANT HILL TOTAL 1990-91	1	0	0	0	0	0	0	0	0	1
4	**ROSELAWN TOTAL 1991-92**	0	1	0	1	1	0	1	0	0	4
2	ROSELAWN TOTAL 1990-91	0	0	0	1	0	1	0	0	0	2
2	**SAYLER PARK TOTAL 1991-92**	0	1	0	1	0	0	0	0	2	0
2	SAYLER PARK TOTAL 1990-91	0	0	0	1	0	0	1	0	2	0
1	**TAFT ELEM TOTAL 1991-92**	0	1	0	0	0	0	0	0	0	1
0	TAFT ELEM. TOTAL 1990-91	0	0	0	0	0	0	0	0	0	0

NO. OF TRANS.	RECEIVING SCHOOL	GR. K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. UN	BLACK	WHITE
2	**WASHBURN TOTAL 1991-92**	0	1	0	0	0	0	1	0	0	2
1	WASHBURN TOTAL 1990-91	0	0	0	0	0	1	0	0	0	1
32	**WESTWOOD TOTAL 1991-92**	4	5	1	2	6	7	6	1	32	0
36	WESTWOOD TOTAL 1990-91	1	1	6	7	7	7	7	0	36	0
6	**WHITTIER TOTAL 1991-92**	0	1	1	1	2	1	0	0	6	0
12	WHITTIER TOTAL 1990-91	1	2	2	4	2	1	0	0	12	0
418	**GRAND TOTAL 1991-92**	16	49	65	65	67	85	66	8	394	24
423	GRAND TOTAL 1990-91	16	54	62	65	75	71	71	9	406	17

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of November 18, 1991.

NO. OF TRANS.	RECEIVING SCHOOL	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12	GR. UN	BLACK	WHITE
2	**AIKEN TOTAL 1991-92**	0	0	0	1	0	1	0	0	2
2	AIKEN TOTAL 1990-91	0	0	1	0	1	1	0	0	2
1	**CREST HILLS 1991-92**	1	0	0	0	0	0	0	0	1
0	CREST HILLS 1990-91	0	0	0	0	0	0	0	0	0
219	**DATER TOTAL 1991-92**	66	113	40	0	0	0	0	219	0
229	DATER TOTAL 1990-91	105	78	46	0	0	0	0	229	0
8	**GAMBLE TOTAL 1991-92**	4	3	1	0	0	0	0	8	0
2	GAMBLE TOTAL 1990-91	1	1	0	0	0	0	0	0	2
12	**PORTER TOTAL 1991-92**	8	4	0	0	0	0	0	12	0
11	PORTER TOTAL 1990-91	9	2	0	0	0	0	0	11	0
1	**SCHWAB TOTAL 1991-92**	0	1	0	0	0	0	0	0	1
1	SCHWAB TOTAL 1990-91	1	0	0	0	0	0	0	0	1
233	**WEST. HILLS TOTAL 1991-92**	0	0	85	69	46	33	0	233	0
316	WEST. HILLS TOTAL 1990-91	0	0	132	68	53	63	0	316	0
476	**GRAND TOTAL 1991-92**	79	121	126	70	46	34	0	472	4
564	GRAND TOTAL 1990-91	116	81	182	68	54	63	0	556	8

Planning,
Research &
Evaluation Branch

Open Enrollment

An
Evaluation
Report
1990-91

Prepared by
Jerry W. Moore

November 1991

Cincinnati Public Schools

Office of the Superintendent

Nondiscrimination Statement

The Cincinnati Public Schools provides equal educational and employment opportunities for all people without regard to race, color, national origin, religion, gender or handicap. For additional information, contact the Title IX Coordinator or Section 504 Coordinator at 369-4000.

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EXECUTIVE SUMMARY
THE OPEN ENROLLMENT PROGRAM
CINCINNATI PUBLIC SCHOOLS
1990-1991

This report contains a summary of evaluative data concerning the Open Enrollment Program in Cincinnati Public Schools for the 1990-91 school year in the areas of student enrollment, student achievement on standardized tests and parent attitudes.

The number of students participating in the Open Enrollment Program for the 1990-91 school year was 988, an increase of 176 students from the previous school year (largely due to an increase at Western Hills). The percentage of black students in the Open Enrollment Program remained high at 97.4%, and these students improved the racial balance in 32 schools or 64% of all schools able to accept open enrollment students and 100% of all schools eligible to receive black students. In 1990-91, 45.2% of open enrollment students had been in the program at their current school for two or more years.

The percentage of open enrollment students at or above the national norm in language and in mathematics increased from the previous year, but decreased in reading. However, when progress was measured by comparing average Normal Curve Equivalent scores (NCEs) of students with their average scores of the previous school year, it was determined that open enrollment students made academic gains equal to those expected in reading, and in language. The expected academic gain in mathematics was not achieved.

In the three achievement areas, open enrollment students did not perform as well as alternative program students or non-alternative students in either percentage of students at or above the norm or in average NCE gain, but the performance of open enrollment students who had been at their current school for two years or more was similar to the performance of non-alternative students.

Parents of open enrollment students were positive about their child's school experience. Almost all parents surveyed were happy that their child participated in the program.

THE OPEN ENROLLMENT PROGRAM

Introduction

The Open Enrollment Program has played an important part in the improvement of racial balance in many schools in the Cincinnati Public Schools district since its inception in 1973. This program permits parents to enroll their children in schools other than their neighborhood school if the enrollment improves the racial balance of the receiving school and does not adversely affect the racial balance of the sending school.

The 1984 Bronson Desegregation Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People states specifically that the Open Enrollment Program will remain in place to assist in the reduction of racial isolation.

This report contains evaluative data concerning the Open Enrollment Program for the 1990-91 school year.

The Open Enrollment Program continued to be administered by the Alternative/Settlement Office through which all applications were processed and approved. The major publicity efforts for the program for the 1990-91 school year were two-fold. An application was sent to each parent of school-age children throughout the school district. This application included a description of the Open Enrollment Program along with a list of schools accepting open enrollment transfers. Over 55,000 applications were mailed. Each neighborhood school also received a supply of these applications to give to interested parents. Secondly, a recruitment plan for open enrollment transfers to Western Hills was developed and executed. This plan included the identification of a target population, the mailing of publicity literature, holding an open house at Western Hills and offering various small incentives (i.e., buttons, tee shirts) to students.

Evaluation Results

Student Enrollment

Student enrollment and racial composition data[1] for the Open Enrollment Program are shown in Table 1 for 1990-91 and all previous years since the program's inception in 1973-74. (Elementary open enrollment statistics for some years are not available.) For the 1990-91 school year, the Open Enrollment Program continued to reflect primarily black student participation (see also Figure 1). Of the total 988 open enrollment students in 1990-91, 97.4% were black.

There was an increase of 176 students from 1989-90 to the 1990-91 school year in the Open Enrollment Program and this increase ended the decline in enrollment in the program which began two years ago in 1988-89. Student enrollment peaked eleven years ago in 1979-80 and in following years remained between 1000 and 1300 students until this decline (see also Figure 2).

The rise in student enrollment in 1990-91 was due, for the most part, to an increase in open enrollment transfers to Western Hills High School. This increase occurred as a result of the successful recruiting efforts of the Alternative/Settlement Office and Western Hills High School. However, the number of open enrollment transfers to Dater and to several elementary schools increased as well.

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[1] Enrollment data collected in October 1990 were supplied by the Alternative/Settlement Office. These data are summarized in Tables 1 and 2. Tables 3-5 summarize enrollment data obtained from the computerized student database in November 1990.

Table 1. Student Enrollment in the Open Enrollment Program, 1973-74 Through 1990-91.

	NUMBER AND PERCENTAGE OF STUDENTS								
	BLACK				NON-BLACK				
School Year	Elementary	Secondary	Total	Percentage of Total	Elementary	Secondary	Total	Percentage of Total	Total Students
1990-91	406	556	962	97.4%	18	8	26	2.6%	988
1989-90	367	407	774	95.3	29	9	38	4.7	812
1988-89	487	474	961	96.8	22	10	32	3.2	993
1987-88	539	661	1200	97.3	22	11	33	2.7	1233
1986-87	541	617	1158	96.3	26	18	44	3.7	1202
1985-86	491	554	1045	97.0	21	11	32	3.0	1077
1984-85	489	685	1174	97.4	17	14	31	2.6	1205
1983-84	384	691	1075	96.6	26	12	38	3.4	1113
1982-83	395	825	1220	97.0	26	12	38	3.0	1258
1981-82	338	805	1143	97.7	20	7	27	2.3	1170
1980-81	338	869	1207	98.0	20	5	25	2.0	1232
1979-80	382	1058	1440	97.6	31	4	35	2.4	1475
1978-79	N/A	1074	N/A	N/A	N/A	3	N/A	N/A	N/A
1977-78	N/A	950	N/A	N/A	N/A	5	N/A	N/A	N/A
1976-77	N/A	949	N/A	N/A	N/A	6	N/A	N/A	N/A
1975-76	N/A	684	N/A	N/A	N/A	3	N/A	N/A	N/A
1974-75	90	567	657	99.8	1	0	1	0.2	658
1973-74	0	78	78	55.3	0	63	63	44.7	141

Figure 1. Percentage of Black Students in the Open Enrollment Program, 1973-74 Through 1990-91.

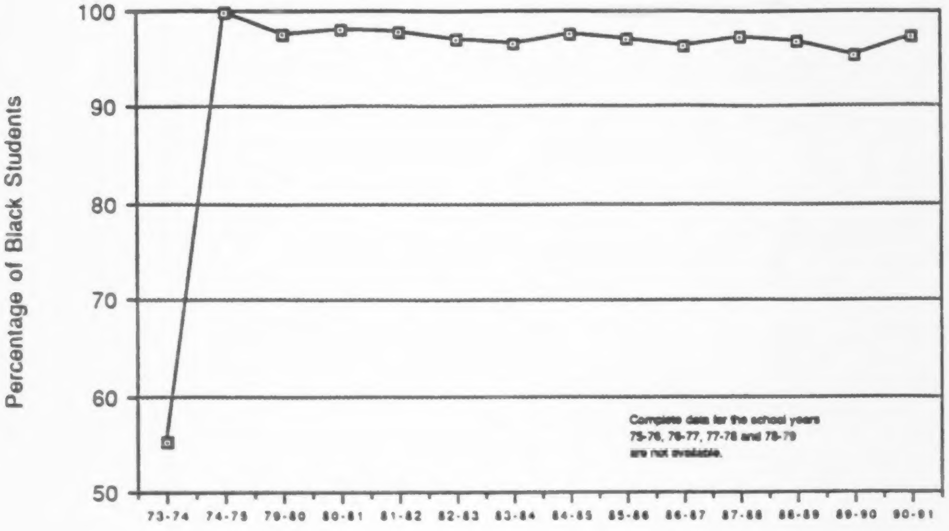
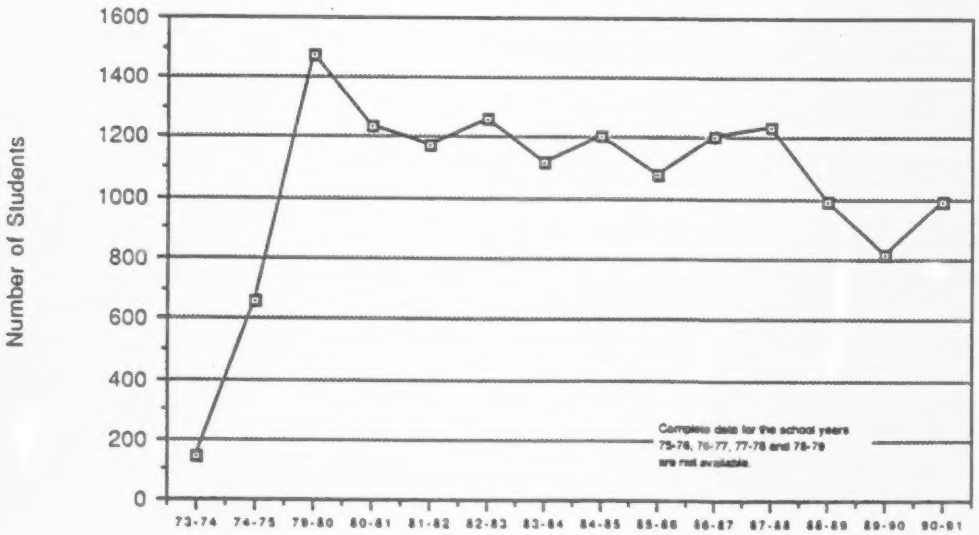


Figure 2. Student Enrollment in the Open Enrollment Program, 1973-74 Through 1990-91.



Student Enrollment by School

Elementary schools with the highest percentage of all open enrollment students were Covedale (6.9%), Kilgour (6.5%), Midway (6.0%), Hartwell (3.8%), Mt. Washington (4.3%) and Westwood (3.6%). Dater (23.2%) and Western Hills (32.0%) remained the secondary schools with the highest percentage of all open enrollment transfers. These two schools together received 55% of all open enrollment students. Of all open enrollment students, 57% were secondary students (see Table 2).

Twenty-four of the 40 elementary and eight of the 13 secondary schools eligible to receive open enrollment students did so. All of the schools, elementary and secondary, eligible to receive black students through open enrollment did so. Consequently, the racial balance of a total of 32 schools (64% of all schools eligible to receive open enrollment students) was improved through the Open Enrollment Program.

Student Enrollment by District School

The number and percentage of open enrollment students from each district[2] school are found in Table 3. The district elementary schools with the largest percentage of open enrollment students attending elsewhere were North Fairmount (6.5%), Heberle (3.1%), Rockdale (2.9%), Central Fairmount (2.6%) and Chase (2.6%). The district secondary schools with the largest percentage of open enrollment students attending elsewhere were Taft (11.9%), Aiken (8.9%), Woodward (8.4%) and Bloom (4.5%).

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[2] District schools were determined based on the residence of students.

Table 2. Number and Percentage of Open Enrollment Program Students by School, October 1990.

School	Students Eligible to Apply 1990-91 (Black or Non-Black)	Number of Students			
		Black	Non-Black	Total	(% of Total)
Elementary					
Anderson (K-6)	NB	0	1	1	*
Bramble (K-6)	NB	0	1	1	*
Carson (3-6)	B	8	0	8	*
Central Fairmount (K-6)	B	4	0	4	*
Covedale (K-6)	B	67	0	67	(6.9%)
Hartwell (K-6)	B	38	0	38	(3.8)
Hyde Park (K-6)	B	20	2	22	(2.2)
Kilgour (K-6)	B	64	0	64	(6.5)
Kirby Road (K-2)	B	13	0	13	(1.3)
Losantiville (K-6)	NB	2	6	8	*
McKinley (K-6)	B	12	0	12	(1.2)
Midway (K-6)	B	59	0	59	(6.0)
Mt. Airy (K-6)	B	18	0	18	(1.8)
Mt. Washington (K-6)	B	42	0	42	(4.3)
North Fairmount (K-6)	NB	0	2	2	*
Oyler (K-6)	B	9	0	9	*
Pleasant Hill (K-6)	NB	0	1	1	*
Rockdale (K-6)	NB	0	1	1	*
Roselawn/Condon (K-8)	NB	0	2	2	*
Sayler Park (K-6)	B	2	0	2	*
Washburn (K-6)	NB	0	1	1	*
Westwood (K-6)	B	36	0	36	(3.6)
Whittier (K-6)	B	12	0	12	(1.2)
Winton Place (K-3)	NB	0	1	1	*
Secondary					
Aiken (9-12)	NB	0	2	2	*
Dater (7-9)	B	229	0	229	(23.2)
Gamble (7-8)	NB	0	2	2	*
Porter (7-8)	B	11	0	11	(1.1)
Schwab (7-8)	NB	0	1	1	*
Taft High (9-12)	NB	0	2	2	*
Western Hills (9-11)	B	316	0	316	(32.0)
Withrow (9-12)	NB	0	1	1	*
Total Elementary		**406**	**18**	**424**	**(42.9)**
Total Secondary		**556**	**8**	**564**	**(57.1)**
GRAND TOTAL		**962**	**26**	**988**	**(100%)**

NOTE: Source of data was Alternative/Settlement Office.

* Less than 1%.

Table 3. Number and Percentage of Open Enrollment Program Students by District School, October 1990.

School	Number of Students			
	Black	Non-Black	Total	(% of Total)
Elementary				
Anderson Place	15	0	15	(1.5%)
Bond Hill	11	0	11	(1.1)
Bramble	15	0	15	(1.5)
Burton	16	0	16	(1.6)
Central Fairmount	23	3	26	(2.6)
Chase	25	1	26	(2.6)
Clifton	2	1	3	*
Hartwell	0	2	2	*
Hays	6	2	8	*
Heberle	30	1	31	(3.1)
Hoffman	11	2	13	(1.3)
Hyde Park	0	1	1	*
Kilgour	2	1	3	*
Kirby Road	1	0	1	*
Losantiville	4	1	5	*
McKinley	0	1	1	*
Millvale	21	0	21	(2.1)
Mt. Airy	2	1	3	*
Mt. Washington	0	1	1	*
North Fairmount	65	0	65	(6.5)
Oyler	1	0	1	*
Parham	11	0	11	(1.1)
Pleasant Hill	9	0	9	*
Pleasant Ridge	10	0	10	(1.0)
Rockdale	29	0	29	(2.9)
Roosevelt	9	1	10	(1.0)
Rothenberg	18	0	18	(1.8)
Silverton	3	1	4	*
South Avondale	19	0	19	(1.9)
Swifton	5	0	5	*
Taft	9	0	9	*
Vine	2	0	2	*
Washburn	5	0	5	*
Washington Park	7	0	7	*
Westwood	5	1	6	*
Whittier	3	0	3	*
Windsor	5	0	5	*
Winton Place	8	1	9	*
Woodford	0	1	1	*
Unassigned**	4	0	4	*
Secondary				
Bloom	44	1	45	(4.5)
Crest Hills	14	0	14	(1.4)
Dater	1	1	2	*
Gamble	53	0	53	(5.3)
Merry	41	0	41	(4.1)
Peoples	5	0	5	*
Porter	10	2	12	(1.2)
Schwab	32	0	32	(3.2
Aiken	89	0	89	(8.9)
Taft High	116	2	118	(11.9)
Western Hills	34	2	36	(3.6)
Withrow	30	0	30	(3.0)
Woodward	84	0	84	(8.4)
Total Elementary	**411**	**23**	**434**	**(43.6)**
Total Secondary	**553**	**8**	**561**	**(56.4)**
GRAND TOTAL	**964**	**31**	**995**	**(100%)**

NOTE: Source of data was computerized student data base.

* Less than 1%.
** Special education.

Student Enrollment by Grade, Race and Gender

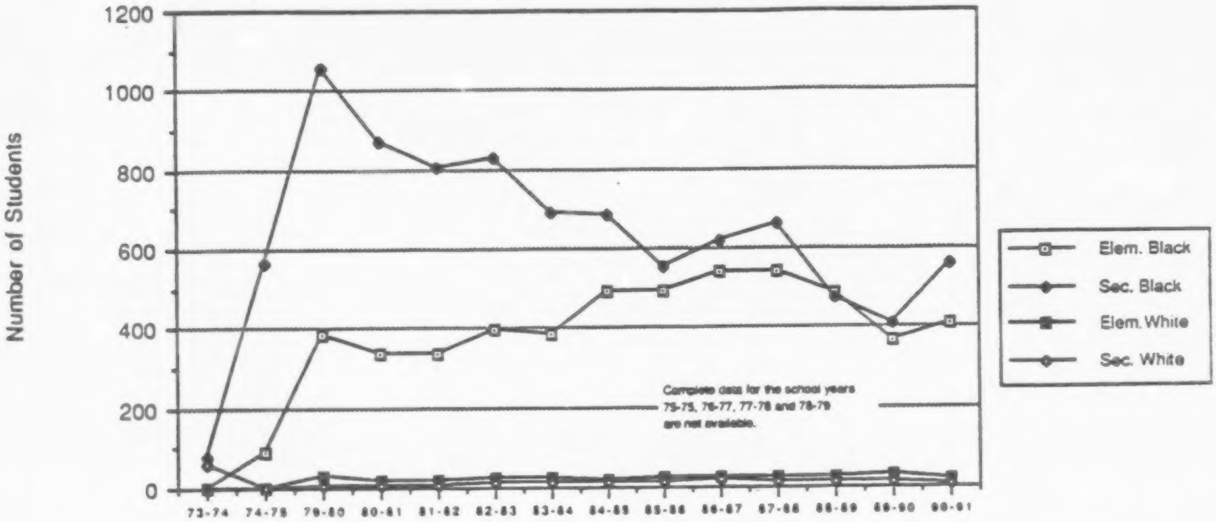
Students remained fairly evenly distributed across most grades as has been true in previous years (see Table 4). Kindergarten students did represent the smallest percentage of open enrollment students (1.4%) and grades 7 and 9 the largest (12.0% and 18.0%, respectively). At all other grade levels, the enrollment was between 6 and 8 percent of the total. Overall, black females remained a slight majority (53.0%) of open enrollment students.

The largest group participating in the program was secondary black students (see Figure 3).

Table 4. Number of Open Enrollment Students by Grade, Race and Gender, April 1990.

Grade	**Number of Students**				**Total Number and Percentage of Students**	
	Black		**White**			
	Female	**Male**	**Female**	**Male**		
K	3	10	0	0	14	(1.4%)
1	34	19	2	2	57	(5.7)
2	27	32	3	1	63	(6.3)
3	29	30	3	4	66	(6.6)
4	44	38	1	2	85	(8.5)
5	37	29	0	3	69	(6.9)
6	39	32	0	0	71	(7.1)
7	58	59	1	1	119	(12.0)
8	43	38	1	0	82	(8.2)
9	107	68	4	0	179	(18.0)
10	31	34	0	0	65	(6.5)
11	32	20	0	1	53	(5.3)
12	40	22	0	1	62	(6.2)
Ungraded (Sp. Ed.)	3	6	1	0	10	(1.0)
TOTAL	**527 (53.0%)**	**437 (43.9%)**	**16 (1.6%)**	**15 (1.5%)**	**995 (100%)**	

Figure 3. Number of Students in the Open Enrollment Program by Race and Level, 1973-74 Through 1990-91.



Complete data for the school years 75-76, 76-77, 77-78 and 78-79 are not available.

Student Enrollment by Number of Years in Open Enrollment Program

Once open enrollment students are accepted into a neighborhood program they can remain at that school through the final grade of the school. This can be as long as seven years at a K-6 school for a student who has not been retained. Some parents of open enrollment students choose another school for their children after the first year, while other parents have their children remain at the open enrollment school for several years. In Table 5 the number of years open enrollment students have remained in their current school is reported. In 1990-91, over 50% of open enrollment students had been at their school for one year. (This large percentage was due, in part, to the increase in enrollment for 1990-91.) Another 30% had been at their school for two to three years. The remaining students had been at their school for three or more years.

Table 5. Number and Percentage of Open Enrollment Students by Number of Years in the Open Enrollment Program and by Race, November 1990.

Number of Years in Program	Black N	Black Percentage	Non-Black N	Non-Black Percentage	Total N	Percentage of Total
1 Year	531	97.4%	14	2.6%	545	54.8%
2 Years	159	93.5	11	6.5	170	17.1
3 Years	129	96.3	5	3.7	134	13.5
4 Years	87	100.0	--	--	87	8.7
5 Years	33	97.1	1	2.9	34	3.4
6 Years	23	100.0	--	--	23	2.3
7 Years	2	100.0	--	--	2	.2
TOTAL	**964**	**96.9%**	**31**	**3.1%**	**995**	**100.0%**

Mobility of Open Enrollment Students

An effort was made to determine whether or not open enrollment students remain at their open enrollment school at the same rate as non-open enrollment students in the same school. Because of the difficulty in measuring this rate for all students due to normally expected school transfers (e.g., after promotion from elementary to junior middle school) this investigation was limited to specific grade levels. It was also limited to the few schools where the majority of open enrollment students were enrolled in 1988-89.

Students identified for this analysis were both open enrollment and neighborhood students enrolled in the 1989-89 school year at Covedale, Kilgour, Midway and Mt. Washington in grade 3, at Dater in grade 7 and at Western Hills in grade 10. These grades were selected because under normal circumstances after three years, these students would be in their final year at each respective school.

The percentages of these two groups of students who remained at the same school after three years was computed. The percentage of open enrollment students who remained in their same school was 57.4% while the percentage for non-open enrollment students who remained was 60.8% (see Table 6). The differences in the overall percentages were not statistically significant. Consequently, it was determined that the overall mobility rate of open enrollment students was not higher than that of non-open enrollment students.

Table 6. Percentage of Open Enrollment Students and Neighborhood Students of Selected Schools Remaining at Their Current School for Three Years, 1988-89 Through 1990-91.

School	PERCENTAGE AND NUMBER OF STUDENTS WHO REMAINED AT SAME SCHOOL AFTER THREE YEARS		
	Open Enrollment	Non-Open Enrollment	Total
Covedale (Grade 3)	62.5% (N=5)	71.7% (N=33)	70.4% (N=38)
Kilgour (Grade 3)	58.3 (N=7)	60.7 (N=34)	60.3 (N=41)
Midway (Grade 3)	66.7 (N=4)	64.3 (N=45)	64.5 (N=49)
Mt. Washington (Grade 3)	28.6 (N=2)	70.3 (N=71)	61.9 (N=73)
Dater (Grade 7)	54.4 (N=43)	61.2 (N=137)	59.4 (N=180)
Western Hills (Grade 10)	61.5 (N=48)	58.8 (N=353)	59.1 (N=401)
TOTAL	**57.4% (N=109)**	**60.8% (N=673)**	**60.3% (N=782)**

Student Achievement

The California Achievement Tests (Form E) were administered district-wide to all students in grades K-8 and 10 in April 1991. Open enrollment students were included in this testing program. The tests covered reading, language, and mathematics achievement.

Achievement Distribution and Percentage At or Above the National Norm

The majority of open enrollment students performed in the average achievement range (stanines 4-6) in reading (57%) and language (57%). In mathematics, 47% of the students were in the average achievement range. Most of the remaining students performed in the below average stanine category in all three content areas. Reported in Table 7 are the number and percentage of students in each achievement category.

The number and percentage of students at or above the national norm in reading, language, and mathematics are reported in Table 8. For the 1990-91 school year, the percentage of all open enrollment students performing at or above the national norm decreased from the previous school year by 2.7 percentage points in reading achievement, but increased by 3.0 percentage points in language and 1.9 percentage points in mathematics achievement to 25.0%, 33.0% and 29.4%, respectively.

Comparison With Other Students. Comparative data on the achievement distribution of open enrollment, non-alternative and alternative students are presented in Table 9. A slightly higher percentage of open enrollment students performed in the below average stanine category and a slightly lower percentage performed in the above stanine category when compared to alternative and non-alternative students.

Open enrollment students did not perform as well as non-alternative or alternative students in terms of the percentage of students at or above the national norm (see Table 10 and Figure 4). However, as has been documented in previous evaluation reports, the performance of open enrollment students who had been at their current school for two or more years was similar to that of non-alternative students. In 1990-91, the percentage this group of open enrollment students at or above the national norm was 31.9% in reading, 41.4% in language and 36.8% in mathematics.

TABLE 7 STANINE DISTRIBUTION OF ACHIEVEMENT SCORES OF STUDENTS IN THE OPEN ENROLLMENT PROGRAM FOR READING, LANGUAGE AND MATHEMATICS, CALIFORNIA ACHIEVEMENT TESTS (FORM E), APRIL 1991

	READING						LANGUAGE						MATHEMATICS					
	BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)		BELOW AVERAGE (1-3)		AVERAGE (4-6)		ABOVE AVERAGE (7-9)	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
OPEN ENROLLMENT																		
ANDERSON PLACE			100%	1					100%	1					100%	1		
BRAMBLE					100%	1					100%	1					100%	1
CARSON	17%	1	83%	5			17%	1	50%	3	33%	2	40%	2	20%	1	40%	2
CENTRAL FAIRMONT	100%	3					67%	2	33%	1			67%	2			33%	1
COVEDALE	44%	20	53%	24	2%	1	33%	15	62%	28	4%	2	56%	25	42%	19	2%	1
HARTWELL	26%	15	70%	40	4%	2	28%	16	63%	36	9%	5	40%	23	49%	28	11%	6
HYDE PARK	18%	4	73%	16	9%	2	9%	2	64%	14	27%	6	41%	9	36%	8	23%	5
KILGOUR	10%	6	59%	34	31%	18	5%	3	53%	31	41%	24	3%	2	47%	27	50%	29
KIRBY ROAD	33%	3	67%	6			30%	3	70%	7			40%	4	50%	5	10%	1
LOSANTIVILLE	25%	2	38%	3	38%	3	13%	1	38%	3	50%	4	25%	2	50%	4	25%	2
MCKINLEY	33%	3	44%	4	22%	2	22%	2	78%	7			33%	3	56%	5	11%	1
MIDWAY	28%	14	68%	34	4%	2	22%	11	66%	33	12%	6	22%	11	68%	34	10%	5
MT. AIRY	29%	4	57%	8	14%	2	29%	4	57%	8	14%	2	21%	3	50%	7	29%	4
MT. WASHINGTON	37%	13	63%	22			28%	10	69%	25	3%	1	61%	22	36%	13	3%	1
NORTH FAIRMONT			100%	1					100%	1					100%	1		
OYLER	40%	2	60%	3			40%	2	40%	2	20%	1	20%	1	80%	4		
ROSELAWN/CONDON					100%	2					100%	2					100%	2
SAYLER PARK	50%	1	50%	1			100%	2					50%	1	50%	1		
WASHBURN			100%	1					100%	1					100%	1		
WESTWOOD	52%	17	42%	14	6%	2	44%	14	44%	14	13%	4	47%	15	44%	14	9%	3
WHITTIER	29%	2	71%	5			43%	3	57%	4			57%	4	29%	2	14%	1
WINTON PLACE			100%	1					100%	1					100%	1		
DATER	51%	74	48%	69	1%	1	44%	63	55%	79	1%	1	57%	82	42%	61	1%	1
GAMBLE			100%	1			100%	1					100%	1				
PORTER	88%	7	13%	1			50%	4	38%	3	13%	1	50%	4	50%	4		
SCHWAB	100%	1							100%	1					100%	1		
WESTERN HILLS	30%	10	64%	21	6%	2	48%	16	48%	16	3%	1	33%	10	67%	20		
GRAND TOTAL	36%	202	57%	315	7%	40	31%	175	57%	319	11%	63	41%	226	47%	262	12%	66

TABLE 8 PERCENTAGE OF STUDENTS IN THE OPEN ENROLLMENT PROGRAM BELOW AND PERCENTAGE OF STUDENTS IN THE OPEN ENROLLMENT PROGRAM AT OR ABOVE THE NATIONAL NORM IN READING, LANGUAGE AND MATHEMATICS, CALIFORNIA ACHIEVEMENT TESTS (FORM E), APRIL 1991

	READING				LANGUAGE				MATHEMATICS			
	BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM		BELOW NORM		AT OR ABOVE NORM	
	%	N	%	N	%	N	%	N	%	N	%	N
OPEN ENROLLMENT												
ANDERSON PLACE			100.0%	1	100.0%	1					100.0%	1
BRAMBLE			100.0%	1			100.0%	1			100.0%	1
CARSON	66.7%	4	33.3%	2	50.0%	3	50.0%	3	40.0%	2	60.0%	3
CENTRAL FAIRMONT	100.0%	3			100.0%	3			66.7%	2	33.3%	1
COVEDALE	75.6%	34	24.4%	11	82.2%	37	17.8%	8	84.4%	38	15.6%	7
HARTWELL	75.4%	43	24.6%	14	66.7%	38	33.3%	19	66.7%	38	33.3%	19
HYDE PARK	68.2%	15	31.8%	7	50.0%	11	50.0%	11	59.1%	13	40.9%	9
KILGOUR	36.2%	21	63.8%	37	27.6%	16	72.4%	42	24.1%	14	75.9%	44
KIRBY ROAD	88.9%	8	11.1%	1	90.0%	9	10.0%	1	90.0%	9	10.0%	1
LOSANTIVILLE	25.0%	2	75.0%	6	25.0%	2	75.0%	6	37.5%	3	62.5%	5
MCKINLEY	77.8%	7	22.2%	2	44.4%	4	55.6%	5	44.4%	4	55.6%	5
MIDWAY	76.0%	38	24.0%	12	50.0%	25	50.0%	25	58.0%	29	42.0%	21
MT. AIRY	57.1%	8	42.9%	6	64.3%	9	35.7%	5	57.1%	8	42.9%	6
MT. WASHINGTON	80.0%	28	20.0%	7	66.7%	24	33.3%	12	86.1%	31	13.9%	5
NORTH FAIRMONT			100.0%	1			100.0%	1	100.0%	1		
OYLER	80.0%	4	20.0%	1	60.0%	3	40.0%	2	60.0%	3	40.0%	2
ROSELAWN/CONDON			100.0%	2			100.0%	2			100.0%	2
SAYLER PARK	100.0%	2			100.0%	2			100.0%	2		
WASHBURN	100.0%	1			100.0%	1			100.0%	1		
WESTWOOD	72.7%	24	27.3%	9	62.5%	20	37.5%	12	71.9%	23	28.1%	9
WHITTIER	71.4%	5	28.6%	2	57.1%	4	42.9%	3	71.4%	5	28.6%	2
WINTON PLACE	100.0%	1			100.0%	1			100.0%	1		
DATER	95.1%	137	4.9%	7	87.4%	125	12.6%	18	92.4%	133	7.6%	11
GAMBLE	100.0%	1			100.0%	1			100.0%	1		
PORTER	100.0%	8			75.0%	6	25.0%	2	87.5%	7	12.5%	1
SCHWAB	100.0%	1			100.0%	1			100.0%	1		
WESTERN HILLS	69.7%	23	30.3%	10	81.8%	27	18.2%	6	73.3%	22	26.7%	8
GRAND TOTAL	75.0%	418	25.0%	139	67.0%	373	33.0%	184	70.6%	391	29.4%	163

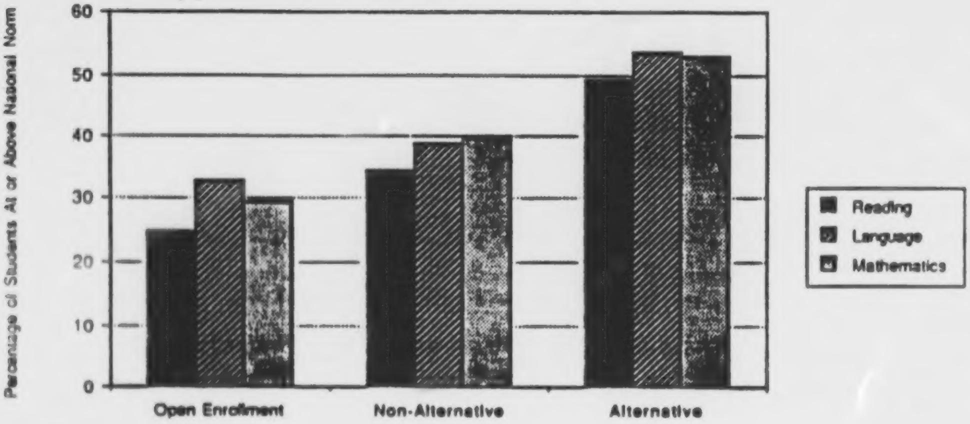
Table 9. Stanine Distribution of Achievement Scores of Open Enrollment, Non-Alternative and Alternative Students for Reading, Language and Mathematics, California Achievement Tests (Form E), April 1991.

	TOTAL READING STANINE 1991						TOTAL LANGUAGE STANINE 1991						TOTAL MATHEMATICS STANINE 1991					
	Below (1-3)		Average (4-6)		Above (7-9)		Below (1-3)		Average (4-6)		Above (7-9)		Below (1-3)		Average (4-6)		Above (7-9)	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Open Enrollment Students	36%	202	57%	315	7%	40	31%	175	57%	319	11%	63	41%	226	47%	262	12%	66
Non-Alternative Students	34%	5873	53%	9145	12%	2079	30%	5086	54%	9240	16%	2741	33%	5647	49%	8292	18%	3044
Alternative Students	21%	3062	59%	8419	20%	2887	18%	2593	56%	8060	26%	3703	22%	3129	52%	7515	26%	3807

Table 10. Percentage of Open Enrollment, Non-Alternative and Alternative Students At or Above the National Norm in Reading, Language and Mathematics, California Achievement Tests (Form E), April 1991.

	TOTAL READING NCE 1991				TOTAL LANGUAGE NCE 1991				TOTAL MATHEMATICS NCE 1991			
	Below Norm		At or Above Norm		Below Norm		At or Above Norm		Below Norm		At or Above Norm	
	%	N	%	N	%	N	%	N	%	N	%	N
Open Enrollment Students	75.0%	418	25.0%	139	67.0%	373	33.0%	184	70.6%	391	29.4%	163
Non-Alternative Students	65.4%	11189	34.6%	5908	61.2%	10439	38.8%	6628	60.0%	10188	40.0%	6795
Alternative Students	50.7%	7279	49.3%	7089	46.5%	6680	53.5%	7676	47.1%	6813	52.9%	7638

Figure 4. Achievement of Open Enrollment, Non-Alternative and Alternative Students, California Achievement Tests, April 1991.



Achievement Gains

Achievement gains on the California Achievement Tests for Open Enrollment Program students are presented in Table 11. Normal Curve Equivalent (NCEs) gains are shown for promoted students in grades 1-8 and 10 who were tested in April 1990 and again in April 1991. Gain scores could not be computed for grade 1 and 2 students in language and grade 1 students in mathematics since the necessary baseline data were not obtained.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in an NCE gain of 0) they are meeting the expected achievement gain based on the norm group. A positive gain in average NCEs from one testing date to another indicates that more than expected achievement growth occurred. Conversely, a loss in average NCEs indicates less than expected achievement growth. In addition, the gain of NCEs represents exactly the same amount of improvement for below average students as it does for the average or above average students.

Open enrollment students had gains in reading (0.0 NCEs) and in language (-0.1 NCEs) equal to those expected.* In mathematics, gains were slightly less than expected (-0.9 NCEs). Included also in Table 11 are achievement gains for students at each school.

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*A gain of -0.1 is essentially a gain equal to 0.

TABLE 11. COMPARISON OF ACHIEVEMENT SCORES FOR STUDENTS IN THE OPEN ENROLLMENT PROGRAM (PROMOTED ONLY) FOR READING, LANGUAGE AND MATHEMATICS, CALIFORNIA ACHIEVEMENT TESTS (FORM E), APRIL 1990 AND APRIL 1991.

	READING				LANGUAGE				MATHEMATICS			
	TR 90	TR 91	DIFFERENCE		TL 90	TL 91	DIFFERENCE		TM 90	TM 91	DIFFERENCE	
	NCE	NCE	NCE	N	NCE	NCE	NCE	N	NCE	NCE	NCE	N
OPEN ENROLLMENT												
ANDERSON PLACE	44.0	56.0	12.0	1	38.0	40.0	2.0	1	52.0	51.0	-1.0	1
BRAMBLE	37.0	72.0	35.0	1	.	.	.		.	.	.	
CARSON	46.4	42.4	-4.0	5	52.6	55.2	2.6	5	55.5	60.0	4.5	4
CENTRAL FAIRMONT	10.0	28.0	18.0	2	20.0	24.0	4.0	1	20.0	23.0	3.0	1
COVEDALE	39.4	37.2	-2.3	42	40.9	38.7	-2.2	30	35.4	34.3	-1.1	35
HARTWELL	41.6	40.6	-1.0	53	44.6	42.1	-2.5	40	38.0	40.1	2.1	48
HYDE PARK	43.0	45.5	2.5	22	45.5	49.4	3.9	15	41.0	47.0	6.0	22
KILGOUR	52.9	57.4	4.5	55	62.7	63.3	.7	32	55.4	63.6	8.2	44
KIRBY ROAD	24.2	38.0	13.8	6	.	.	.		16.0	10.7	-5.3	3
LOSANTIVILLE	52.6	57.4	4.8	8	65.5	71.8	6.3	4	70.8	63.0	-7.8	6
MCKINLEY	40.3	43.8	3.4	9	36.5	45.8	9.3	6	40.9	47.8	6.9	9
MIDWAY	41.6	40.9	-.7	48	49.8	52.4	2.6	41	46.2	46.8	.6	45
MT. AIRY	45.3	45.9	.6	14	51.0	41.1	-9.9	7	35.0	37.1	2.1	8
MT. WASHINGTON	41.9	37.5	-4.4	31	39.1	41.7	2.6	27	38.2	33.4	-4.8	31
NORTH FAIRMONT	31.0	56.0	25.0	1	.	.	.		34.0	39.0	5.0	1
OYLER	33.8	31.3	-2.5	4	29.3	37.3	8.0	3	36.0	37.8	1.8	4
ROSELAWN/CONDON	86.0	83.0	-3.0	2	92.0	84.0	-8.0	1	83.5	84.5	1.0	2
SAYLER PARK	22.5	29.5	7.0	2	24.0	21.0	-3.0	1	27.0	34.0	7.0	2
WASHBURN	44.0	44.0		1	44.0	43.0	-1.0	1	73.0	47.0	-26.0	1
WESTWOOD	34.8	34.4	-.3	32	40.1	39.9	-.2	27	36.8	38.3	1.5	31
WHITTIER	41.7	39.0	-2.7	7	35.0	27.0	-8.0	5	41.8	29.5	-12.3	6
WINTON PLACE	38.0	39.0	1.0	1	57.0	48.0	-9.0	1	63.0	43.0	-20.0	1
DATER	34.2	32.8	-1.4	121	37.4	36.8	-.6	118	38.9	32.5	-6.4	121
PORTER	34.3	28.3	-6.0	7	44.8	38.8	-6.0	8	42.1	34.6	-7.5	8
SCHWAB	45.0	29.0	-16.0	1	44.0	35.0	-9.0	1	36.0	36.0		1
WESTERN HILLS	41.2	41.4	.2	30	39.0	39.6	.5	28	39.7	39.7	.0	27
GRAND TOTAL	40.4	40.4	.0	506	43.3	43.2	-.1	403	41.5	40.6	-.9	462

TR=TOTAL READING TL=TOTAL LANGUAGE TM=TOTAL MATHEMATICS
DUE TO ROUNDING, THE REPORTED DIFFERENCES OCCASIONALLY DO NOT EQUAL DIFFERENCES BETWEEN REPORTED MEANS.

Comparison With Other Students. Provided in Table 12 are the average NCE scores for 1990 and 1991 as well as gains for open enrollment students. These are compared in the table to alternative and neighborhood students. While all three groups met the expected gain in reading and language, achievement gains for alternative and neighborhood students continued to be larger than those of open enrollment students. However, investigations conducted in the previous two school years have indicated that after the first year in an open enrollment school, student academic progress in terms of NCE gains is more similar to that of alternative and non-alternative students.

Table 12. Average Normal Curve Equivalent (NCE) Scores and Gains of Open Enrollment, Non-Alternative Students in Reading, Language and Mathematics, California Achievement Tests (Form E), April 1990 and April 1991.

	READING				LANGUAGE				MATHEMATICS			
	TR 90	TR 91	DIFFERENCE		TR 90	TR 91	DIFFERENCE		TR 90	TR 91	DIFFERENCE	
	NCE	NCE	NCE	N	NCE	NCE	NCE	N	NCE	NCE	NCE	N
Open Enrollment Students	40.4	40.4	.0	506	43.3	43.2	-.1	403	41.5	40.6	-.9	462
Non-Alternative Students	42.5	43.0	.5	14020	45.4	45.9	.6	10324	44.7	45.3	.6	12074
Alternative Students	49.6	50.2	.7	13301	51.5	52.4	.9	9766	50.7	51.6	.9	11559

NOTE: Due to rounding, the differences occasionally do not equal differences between means.

Parent Attitudes

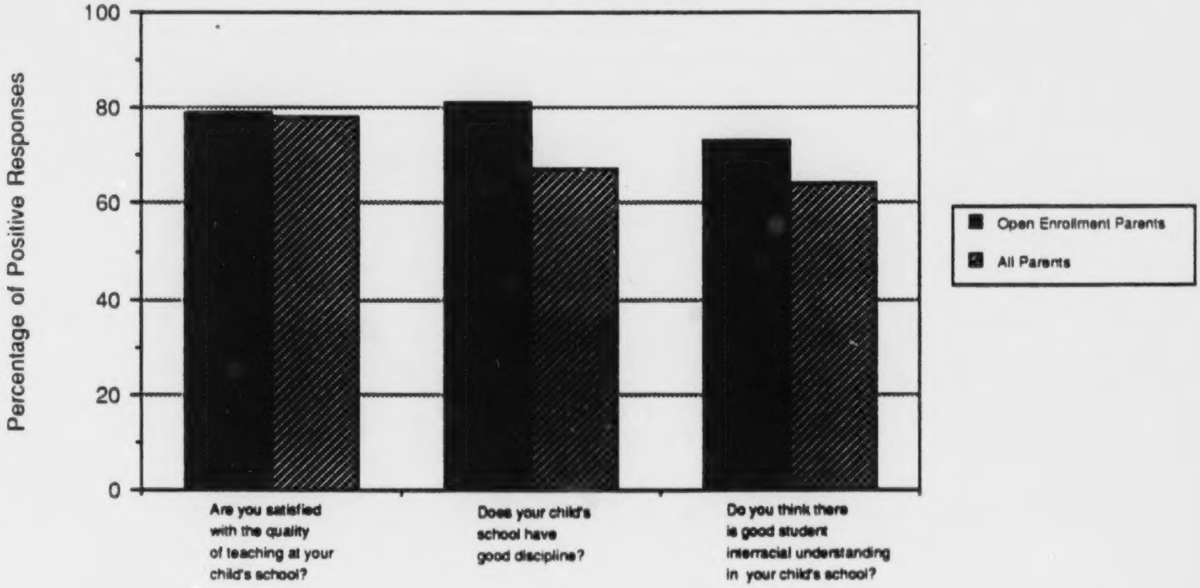
During spring 1991 an effort was made to survey the parents of every 1990-91 open enrollment student by phone. A total of 441 parents or over 50% of all families with students in the Open Enrollment Program were contacted. Survey items used were structured similarly to the items on the Cincinnati Public Schools' School Information System (SIS) Parent Survey (also conducted spring 1991) where, to a series of questions, parents were asked to give the response YES, NO or UNDECIDED. The items on the open enrollment parent survey addressed various school concerns including: instruction, school discipline, interracial understanding and communication between school and home.

Responses of open enrollment parents were generally very positive and fairly similar to responses of open enrollment parents in 1989-90 (see Table 13). There were a few exceptions, however. There was a 14 percentage point increase in the percentage of parents who said they were an active member of the parent organization of their child's school. A decline of eight percentage points occurred in the percentage of parents who said their child participated in extracurricular activities. Also, responses to each of the items addressing their child's instructional program declined a little but, where comparisons were possible, remained similar to system-wide averages of parent responses.

The greatest difference between open enrollment parents and parents system-wide was in response to items addressing school discipline and safety. Open enrollment parents were much more positive than parents in general to these three items

The results of three items representing those which addressed instruction, discipline and interracial understanding are displayed in Figure 5.

Figure 5. Results of Open Enrollment Parent Survey to Selected Items, May 1991.



Conclusions and Recommendations

In 1990-91 the Open Enrollment concluded its eighteenth year of operation. The program provided almost one thousand students the opportunity to attend a school other than their own district school. Transfers were permitted for students whose enrollment would improve their chosen school's racial balance. Findings for the program in 1990-91 are listed below.

Conclusions

Positive Findings

- Enrollment in the Open Enrollment Program increased.
- The racial balance of 32 schools was improved.
- Mobility of open enrollment students was not dissimilar to the mobility of non-open enrollment students.
- The percentage of open enrollment students at or above the national norm increased in language and mathematics.
- Achievement of open enrollment students in the program for two years or more was similar to achievement of non-alternative students.
- Academic progress of open enrollment students in reading and language was equal to their expected progress.
- Parents of open enrollment students were positive in their attitudes toward their child's school as reflected on survey items.

Negative Findings

- The percentage of non-black students participating in the program remained low.
- The percentage of open enrollment students at or above the national norm decreased in reading.
- Achievement of open enrollment students was less than that of non-alternative students.
- Academic progress in mathematics was less than expected for open enrollment students.

Recommendations

The following recommendations for the Open Enrollment Program are made:

- The Open Enrollment Program remains one that appeals primarily to black students and their families. Ways should continue to be explored to make the program more popular for other students and their families.

Table 13. Parent Survey Results, May 1991.

	PERCENTAGE OF POSITIVE RESPONSES				Difference Between Open Enrollment and All Parents 1990-91
	Open Enrollment Parents		All Parents		
Item	1989-90 (N=403)	1990-91 (N=441)	1989-90 (N=12,813)	1990-91 (N=11,709)	
Instructional Program					
Are you satisfied with the quality of teaching at your child's open enrollment school?	87	79	76	78	+1
Do you believe your child's teachers take a personal interest in him/her?	75	70	70	72	-2
Do you feel your child is receiving a better education in open enrollment than that offered in the neighborhood school?	78	73	*	*	
Discipline and Safety					
Does your child's school have good discipline?	82	81	68	67	+14
Do you think your child is treated fairly at school?	83	84	78	79	+5
Do you feel your child is safe in the school's immediate neighborhood?	88	85	64	63	+22
Interracial Understanding					
Do you think there is good student interracial understanding in your child's school?	74	73	63	64	+9
Does your child get along well with other students in his/her open enrollment school?	89	89	*	*	
School/Home Communication					
Do you feel free to contact a teacher or someone else at school if you have a question or problem?	96%	96%	92%	93%	+3
Are you satisfied with the amount of communication you receive on your child's academic progress?	81	80	*	*	
Parent Involvement					
Have you visited your child's school this year?	84	82	88	88	-6
Do you feel welcome at the school your child attends?	93	93	90	91	+2
Are you an active member of the school's parent organization?	23	37	*	*	
Transportation					
Are you satisfied with your child's transportation to his/her open enrollment school?	88	89	*	*	
Extracurricular Activities					
Does your child participate in extracurricular activities at his/her open enrollment school?	51	43	*	*	
General Satisfaction					
Are you glad you sent your child to an open enrollment school?	92	89	*	*	
Does your child speak positively about most of his/her school experiences?	85	81	77	79	+2

* No comparable item on School Information System Parent Survey, April 1990 or April 1991.

- The special recruiting efforts of black students for the Open Enrollment Program proved very successful. These should be continued.

- It has been determined that open enrollment students who have been in the program at their current school for two years or more perform better in reading and mathematics than first year open enrollment students. It may be possible that first year open enrollment students would benefit academically by school staffs making the transition year for these students as smooth as possible. At a minimum, teachers should be aware of which of their students are open enrollment students and should take steps to address any special needs that these students may have in their assimilation to a new school environment.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

APPENDIX E

STAFF RACIAL BALANCE REPORT

FOR 1991-92

Cincinnati Public Schools
Prepared by Certificated Personnel
August, 1991

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1991-92

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of black and white teachers on the teaching staff of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of black teachers in each school. The mean percent of black teachers in the district for 1991-92 is 29% at the elementary and 26% at the secondary level. Each school is listed with the number of teachers on the staff, the number of black teachers currently assigned, and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	93.1	21	20	24	29
Anderson Place	32.5	9	8	9	11
Bloom	29.5	8	6	8	9
Bond Hill	24.5	6.5	6	7	8
Bramble	17.5	6	4	5	6
Burton	27.5	8.5	7	8	9
Carson	21.0	6	5	6	7
Carthage	19.5	5	5	6	7
Central Fairmount	32.0	8.5	8	9	11
Chase	35.0	12	8	10	12
Cheviot	20.5	5	5	6	7
C.A.P.E. Elementary	32.0	10	8	9	11
C.A.P.E. High School	71.0	22	15	18	22
C.B.A./A.W.L.	63.0	18	15	18	21
Clifton	30.0	10	7	9	10
Clark Academy	21.0	7	4	5	7
College Hill	21.0	7	5	6	7
Covedale	28.0	8	7	8	10
Crest Hills	28.5	9	6	7	9
Dater	50.0	12	11	13	16
Douglass	32.5	11	8	9	11
Eastern Hills	43.6	15	10	13	15
Eastwood Paideia	26.0	7	6	8	9

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CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1991-92

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Fairview	36.0	10	9	10	12
Gamble	37.0	11	8	10	11
Hartwell	32.0	11	8	9	11
Hays	32.0	11	8	9	11
Heberle	46.0	16	11	13	16
Heinold	36.6	11.6	9	11	12
Hoffman	25.0	9	6	7	9
Hughes	115.0	25	24	30	36
Hyde Park	17.5	5	4	5	6
Kilgour	21.5	5.5	5	6	7
Kirby Road	24.0	7	6	7	8
Linwood	15.5	5	4	4	5
Losantiville	20.5	5	5	6	7
McKinley	17.5	5.5	4	5	6
Merry	43.0	11	9	11	13
Midway	28.0	8	7	8	10
Millvale	22.0	7	5	6	7
Mt. Airy	32.0	9	8	9	11
Mt. Washington	27.0	6.5	6	8	9
North Avondale	25.9	6	6	8	9
North Fairmount	27.5	8.5	7	8	9
Oyler	38.0	13	9	11	13
Parham	25.0	9	6	7	9
Peoples	45.0	12.5	9	12	14
Pleasant Hill	32.0	10	8	9	11
Pleasant Ridge	27.5	9	7	8	9
Porter	35.0	9	7	9	11
Quebec Heights	33.0	9	8	10	11
Roberts Paideia	61.1	16.5	15	18	21
Rockdale	29.5	10	7	9	10
Roll Hill	26.6	9	6	8	9
Roosevelt	19.5	5.5	5	6	7

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1991-92

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance Min.	Mean.	Max.
Roselawn-Condon	46.1	14	11	13	16
Rothenberg	36.0	12	9	10	12
Sands Montessori	31.0	7	7	9	11
Sayler Park	20.5	5	5	6	7
Schiel (PSAE)	24.2	7.9	6	7	8
S.C.P.A.	69.2	16	15	18	21
Schwab	44.0	14	9	11	14
Shroder Paideia	50.0	11	11	13	16
Silverton	25.5	9	6	7	9
South Avondale	20.0	6.5	5	6	7
Swifton	18.5	5	4	5	6
Taft High School**	108.68	28.26	23	28	34
Taft Elementary	24.5	8	6	7	8
Vine	26.5	8.1	6	8	9
Walnut Hills	114.0	24	24	30	35
Washburn	26.5	6.5	6	8	9
Washington Park	27.0	8	6	8	9
Western Hills	121.0	28	25	31	38
Westwood	29.5	10	7	9	10
Whittier	29.5	7.5	7	9	10
Windsor	22.5	8	5	7	8
Winton Place	27.0	9	6	8	9
Withrow	127.0	38.5	27	33	39
Woodford	19.3	5	5	6	6
Woodward	89.0	23	19	23	28

* Includes only those faculty members computed for racial balance purposes. Positions such as librarians, counselors, and coordinating teachers are excluded.

** Includes day school adult program

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CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1991-92

Compliance Summary for Racial Balance of Schools

	Elementary	Secondary	Total	Pct.
At Minimum	7	2	9	11.25%
Between Minimum & Mean	10	5	15	18.75%
At Mean	11	4	15	18.75%
Between Mean & Maximum	10	3	13	16.25%
At Maximum	23	5	28	35.00%
	61	19	80	100%

APPENDIX F

PLAN FOR INVOLVING THE BRONSON FACILITATOR AND THE COMMUNITYWIDE TASK FORCE IN THE AREAS OF STUDENT DISCIPLINE AND LOW-ACHIEVING SCHOOLS

CINCINNATI PUBLIC SCHOOLS
August 13, 1991

Involvement with the Communitywide Task Force

The June 26 ruling by Judge Rice indicated that the Task Force is to aid and assist the school system in the areas of student discipline and low-achieving schools. Specifically, the ruling stated the Court's wish that the Task Force serve as a resource and a liaison between the school system and, the community in these two areas of continuing jurisdiction. This role is consistent with their original charge as stated in the 1984 Bronson Settlement Agreement.

In accepting and facilitating the Task Force's role as a resource agent, the school system will:

a. Encourage Task Force representation on committees created specifically for designing and implementing plans in the areas of student discipline and low-achieving schools.

At least two Task Force members will be invited to serve as members of the Study Committee on Student Discipline, Steering Committee for Low Achieving Schools, Bronson Coordinating Committee, Ad Hoc Discipline Committee, and the Discipline Steering Committee.

Task Force representatives will be invited to serve as active members on any new systemwide committee convened by the

Superintendent to address the issues of discipline and low-achieving schools.

b. Inform Task Force members on a regular basis of pertinent plans and actions regarding discipline and low-achieving schools.

The Alternative/Settlement Director will provide copies of printed plans and reports to Task Force members on an ongoing basis on the two issues noted above. In addition, the Director will continue to meet with the Task Force on a monthly basis and present oral reports on a regular basis. The Superintendent will also meet on a monthly basis with the Task Force to the extent that his schedule permits. The Deputy Superintendent for Administration, Curriculum, and Instruction, the Assistant Superintendent for Area 1, and the Low-Achieving Schools Director will meet with the Task Force upon request to address specific areas of concern.

c. Consider and respond to recommendations presented by the Task Force as a group.

The school system will review and respond in writing regarding any specific recommendations for action or requests for information (in the two areas of continuing jurisdiction) made by a majority of Task Force members in attendance at a regularly scheduled monthly meeting. The school system will review and give its evaluation in writing regarding any specific programs, plans or materials pertaining to student discipline and low-achieving schools recommended in writing by a majority of the Task Force for implementation in the school system. In facilitating the Task

Force's role as a liaison with the community, the school system will provide reasonable services (which can be provided without additional cost to the school system) to enable the Task Force to gain information from and provide information to the community. The school system would expect an opportunity to review the Task Force's specific plan of action before committing itself fully to the requested services.

Involvement of the Facilitator

The Court's ruling of June 26 indicated that the school system must continue to interact with the Facilitator on a regular basis and to utilize his expertise in the two areas of continuing jurisdiction. The school system will fully meet this ruling through the following formal and informal activities.

a. Hold a Monthly Meeting of the Superintendent and the Facilitator

At these monthly meetings, the Superintendent will inform the Facilitator of any pending actions by the school system that would affect the remaining Bronson Settlement activities. In addition, the Facilitator will be given the opportunity to discuss any concerns he might have regarding these activities.

b. Conduct Monthly Meeting of Superintendent's Committee on Bronson Which Includes the Facilitator

This committee (as described elsewhere in this document) will meet to discuss plans and progress in the areas of student discipline and low-achieving schools. Through regular attendance and participation in these meetings, the Facilitator will be kept informed of pertinent activities and can then file accurate and timely reports with the Court.

c. Include the Facilitator as a Member of Other Committees Pertaining to the Remaining Bronson Settlement Activities

The Facilitator will be invited to serve as a member of the six committees named and described elsewhere in this document and on any other administrative committees pertaining directly to the remaining Bronson Settlement activities. As a member of these committees, the Facilitator's comments and suggestions will be valued as highly as those of any other committee member and will be given serious consideration by the committee.

d. Consider and Respond to Written Recommendations Made by the Facilitator in the Areas of Student Discipline and Low-Achieving Schools

The school system will value written recommendations made by the Facilitator and will give serious consideration to their implementation. A written response will be provided by the school system describing actions taken or explaining why follow-up implementation was not considered feasible.

In addition, the school system will review and give consideration to program, plans, and materials suggested by the Facilitator in these two areas.

Given the school system's willingness to accept suggestions from the Facilitator, the system would expect to be given the right to review the annual Facilitator's report and to discuss the report with the Facilitator prior to its being presented to the Court or distributed to the media.

e. Display a Cooperative Attitude Toward the Facilitator and Provide Easy Access to School System Staff Members

School system staff members will maintain a good working relationship with the Facilitator and will make themselves available upon request to discuss plans and activities related to any remaining aspect of the Bronson Settlement. If necessary, contact with staff members will be facilitated by the Alternative/Settlement Office.

Bronson Committees

The following committees should be formed.

a. Superintendent's Committee on Bronson - This committee should meet on a monthly basis and would have the following membership - Superintendent; Deputy Superintendent for Administration, Curriculum, and Instruction; Assistant Superintendent for Area I; Alternative/Settlement Director, Coalition of Innovative Schools Director; Board of Education Counsel; and Facilitator. The committee purpose at a minimum would be to discuss progress in discipline and low-achieving schools which would enable the Facilitator to file timely reports with the Court.

b. Study Committee on Student Discipline - This committee should be charged with developing a study which will result in an explanation of the causes for any racial disparities in student discipline statistics. Since Judge Rice made it clear that this was a responsibility of the parties, not just the school system, committee membership should include N.A.A.C.P. representatives.

c. Steering Committee for Low-Achieving Schools - This committee would meet on at least a quarterly basis to discuss plans and progress for the Coalition of Innovative Schools. School system representatives at a minimum should include the Assistant Superintendent for Area I, Coalition of Innovative Schools Director, and Principals of Coalition Schools.

The following committees should be continued with the necessary membership to complete their assigned tasks in a proper and timely manner.

d. Bronson Coordinating Committee - This committee should retain its duties of discussing and reporting progress on each remaining section of the 1984 Bronson Settlement Agreement. Meetings could be held on a quarterly basis as opposed to the monthly meeting schedule followed over the past seven years.

e. Ad Hoc Discipline Committee - The Ad Hoc committee will continue to meet at least annually to review policies and procedures for student discipline.

f. Discipline Steering Committee - This committee has had responsibility for revising and updating the student handbook on discipline.

F-1-7

URBAN LEAGUE OF GREATER CINCINNATI

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Marie Marks, Retired
University Hospital
Joan McGee
Univ. of Cincinnati
Bettye Torrey Oldham
Cincinnati Public Schools
Willie Procter
U.S. Shoe Corp.
John Ross
Cinti. Gas & Elec.
Jasmon Vetts
Federated Dept. Stores
Dr. Edward L. Wheeler
Zion Baptist Church
Cordell Williams
Cincinnati Bell, Inc.
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October 28, 1991

Jack Lewis
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OHio 45202

Dear Dr. Lewis,

Herein are my observations regarding the two reports on discipline statistics. I am honoring the October 28th deadline, but will send further comments when I have had the chance to review these documents in even more detail.

1. The questions posed in the article on the assessment based policy approach are excellent. Calculating the frequency or numbers of suspensions for ethnic groups is important too (p. 32). The conduct of hearings should include the issues of parents and children understanding the process. (p. 34). The key sentence is on p. 35.. "improving the disciplinary experience of African American students...contribute(s) to the overall

2. The review and summary report of four different student discipline studies leaves a reader with some observations and questions.

a) there are sections of the report that leave the reader with the impression that the commonality of higher suspension rates for African American students sanctions those rates.

b) what bias, if any, could have occurred with the study based on staff members being alerted to the study and its purpose?

c) The recommendations of the review can clearly be supported. The findings of the analysis, survey, and review seem different than the recommendations.

d) In the literature review, was Clarke's book on why Black children fail or succeed included? What about the literature by Comer, Hilliard, Hare, Kunjufu?

e) Does "no clear evidence that racial balance is a strong factor" mean that racial bias is excluded, or included as a factor that needs further study? Can these same statistical measures be applied for socioeconomic status too?

Thank you for the opportunity to review these materials. As mentioned previously, I will study them in even more detail and may have further questions.

Sincerely,

Zakia McKinney

Zakia McKinney
Education Director

F-1-9

URBAN LEAGUE OF GREATER CINCINNATI

*"YOUR LEAGUE ... ADVANCING EQUALITY IN
EDUCATION, EMPLOYMENT AND HEALTH
FOR OUR COMMUNITY."*

Sheila J. Wilson
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Charles Brown
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Everett C. Foster

FYI

November 1, 1991

Dr. Jack Lewis
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

Dear Dr. Lewis:

Enclosed are recommended questions for a discipline study. These questions are an addition to my letter of October 28, 1991, commenting on the two discipline statistic reports provided on October 21, 1991.

1. Is a reduction in disciplinary disparities perceived as probable by Cincinnati Public School's staff and administrators?

2. Does the phrase "lowering the rates of disciplinary actions against minority students" equate to: a) ignoring inappropriate student behavior; b) avoidance of reporting inappropriate student behaviors; and c) application of effective preventative methods to lessen the occurrence of inappropriate behaviors.

3. What are the effective disciplinary strategies currently used in school buildings that experience no disproportionality?

4. Is broad discretionary authority for discipline standards provided in current Cincinnati Public School's policies?

5. Do existing discipline intervention efforts include activities targeting possible treatment differences and behavior differences.

6. What areas (treatment behavior differences, etc.) have not been improved by changes in new discipline policy and practice.

-Continued-

7. Analyze the frequency of disciplinary actions the nature of the offenses occurring in Cincinnati Public Schools.

8. What are the offenses that most frequently lead to suspensions of students? Do these offenses differ or vary: a) across student ethnic groups; b) between schools; c) between grade levels; and d) across socio-economic lines?

9. Are there guidelines in current discipline policy that permit discretion...are those guidelines consistent?

10. Do current policies clearly delineate differences (and definition) between fighting and battery, pushing, fist and cuff, etc.)

11. If suspensions for specific (perhaps less offensive) offenses is disproportionately high for a certain population of students, do the policies or programs of the district contain preventative, intervention or alternative strategies for dealing with these offenses?

12. Are there any differences along racial lines in school staff's level of comfort with specific behaviors and misconduct from students of specific racial groups?

13. Does the district view the development and use of strategies to specifically address the needs and problems of African American students as:

    a) having "dual" standards of discipline;
    b) activities to contribute to the overall climate of the school;
    c) giving preferential treatment to students;
    d) giving consideration to needs of African American students?

14. Do the district and local building discipline plans address the sources of disparity identified in the assessment conducted?

-continued-

15. What resources and support are:

    a) currently used (and how often), and
    b) currently available for use to staff for addressing local sources of disparity?

Thank you for this opportunity. As I shared with Dr. Brandt last month, Lynch, Brown and Associates is a firm firm in which the Urban League recommends for such a study.

Sincerely,

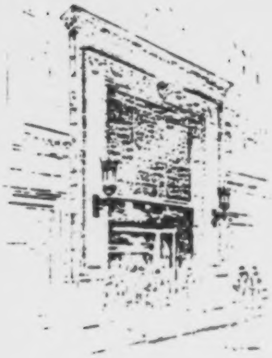
Zakia McKinney

Zakia McKinney
Director of Education

ZMcK/esb

cc: Mr. Michael Brandt, Superintendent
Cincinnati Public Schools

F-1-12



CINCINNATI PUBLIC SCHOOLS
Claude V. Courter
Education Center
230 East Ninth Street   Cincinnati, Ohio 45202

November 4, 1991

John Andrew West
West, Cutcher & Gilday
2810 Burnet Avenue
Cincinnati, OH 45219

John P. Concannon
General Counsel
Cincinnati Board of Education
230 E. 9th Street
Cincinnati, OH 45202

Judge William A. McClain
Manley, Burke & Fischer
4100 Carew Tower
Cincinnati, OH 45202

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Columbus, OH 43232

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617 Vine Street
Cincinnati, OH 45202

Mark O'Neill
Weston, Hurd, Fallon
Paisley & Howley
2500 Terminal Tower
Cleveland, OH 44113

Individuals Addressed:

As was agreed at the October 16, 1991 meeting of attorneys for the Bronson Settlement Agreement, I have enclosed a listing of all questions received to date regarding the study of student discipline. You will recall that comments regarding additions or revisions in this list should be submitted to me by November 12, 1991. On November 13, I will distribute a revised list of questions which will be discussed in a conference call at 4:00 P.M. on Monday, November 18, 1991.

Also enclosed for your information is a copy of the timeline of activities leading to the selection of a consultant for the study. Please feel free to call me at 513-369-4766 if you have questions about this mailing.

Sincerely,

Jack L. Lewis

Jack L. Lewis, Ph.D.
Director
Alternative/Settlement Office

JLL:st
cc Mr. J. Michael Brandt, Superintendent

Telephone (1-513) 369-4000

PROPOSED QUESTIONS FOR STUDY OF RACIAL DISPARITIES IN STUDENT SUSPENSION STATISTICS

1. What are the major factors which contribute to the current level of racial disparity observed in districtwide suspension statistics?

2. What specific actions or programs should CPS take to reduce or eliminate racial disparities in student suspensions?

3. What changes, if any, should CPS staff make in procedures used to analyze suspension statistics for the purpose of identifying and quantifying racial disparities?

4. What changes, if any, need to be made to CPS policies and procedures for student discipline to help reduce or eliminate racial disparities in suspension statistics?

5. Are current discipline policies and procedures written to an adequate level of specificity which provides enough direction to staff members to ensure fair and consistent treatment of students across all schools?

6. How does the observed level of racial disparity in suspensions compare with levels in other medium to large city school districts across the country?

7. What types of staff training programs might be helpful in reducing or eliminating these racial disparities?

8. What are the effective disciplinary strategies currently used in school buildings that experience no disproportionality in suspensions?

9. Is broad discretionary authority for discipline standards provided in current Cincinnati Public School´s policies?

10. Do existing discipline intervention efforts include activities targeting possible treatment differences and behavior differences?

11. What areas (treatment behavior differences, etc.) have not been improved by changes in new discipline policy and practice?

12. What are the offenses that most frequently lead to suspensions of students? Do these offenses differ or vary: a) across student ethnic groups; b) between schools; c) between grade levels; and d) across socio-economic lines?

13. Are there guidelines in current discipline policy that permit discretion...are those guidelines consistent?

14. Do current policies clearly delineate differences (and definition) between fighting and battery, pushing, fist and cuff, etc.)

15. If suspensions for specific (perhaps less offensive) offenses is disproportionately high for a certain population of students, do the policies or programs of the district contain preventative, intervention or alternative strategies for dealing with these offenses?

16. Are there any differences along racial lines in school staff's level of comfort with specific behaviors and misconduct from students of specific racial groups?

17. Do the district and local building discipline plans address the sources of disparity identified in the assessment conducted?

18. How does the CPS Code of Student Discipline compare with the codes of other school districts with similar characteristics?

19. How do procedures used by CPS to develop the Code of Student Discipline compare with procedures used in other district with similar characteristics?

20. What particular provisions of the Code are more responsible than others for racial disparities in student suspension rates?

21. Does the available evidence suggest that inconsistent application of the Discipline Code exists between schools?

22. Have the various alternatives to out-of-school suspensions been effective at CPS in comparison with the effectiveness of these alternatives in other school systems with similar characteristics?

JLL:st
11/5/91

ACTIVITIES AND TIMELINE FOR SELECTING A CONSULTANT FOR THE DISCIPLINE STUDY

	Activity	Responsible Ind. or Group	Completion Date
a.	Submit list of proposed study questions to Jack Lewis	All Attorneys	10/28/91
b.	Compile list of questions and distribute list to attorneys, Board of Education, Superintendent, Facilitator, and Communitywide Task Force for reaction.	Lewis	11/1/91
c.	Submit list of proposed study questions to Board of Education, Cinti. Federation of Teachers, and Cincinnati Association of Administrators and Supervisors for reaction.	Brandt	11/1/91
d.	Discuss list of proposed study questions with Communitywide Task Force and the need for additional sources of funding.	Brandt, Lewis	11/11/91
e.	Submit list of additions/ deletions/revisions to compiled list of study questions to Jack Lewis.	All Individuals and Groups	11/12/91
f.	Compile list of all suggestions received for additions/deletions/ revisions to study questions and distribute to attorneys and Facilitator.	Lewis	11/13/91
g.	Make decision on final list of study questions through a conference call, and decide on a list of possible consultants for the study.	All Attorneys, Evans, Lewis	11/18/91 (4:00 PM)

	Activity	Responsible Ind. or Group	Completion Date
h.	Compile list of questions and prepare a Request for Proposal (RFP) for distribution to possible consultants.	Lewis	11/21/91
i.	Submit a written plan to Lewis in response to the RFP.	Possible Consultants	12/6/91
j.	Distribute plans to all attorneys, Superintendent, and Facilitator.	Lewis	12/6/91
k.	Decide which possible consultants to interview through a conference call.	All Attorneys, Evans, Lewis	12/10/91
l.	Schedule interview times with possible consultants.	Lewis	12/12/91
m.	Interview possible consultants.	All Attorneys, Brandt, Evans, Lewis and Robert Brown	12/16-20/91
n.	Reach final recommendation on a consultant.	All Attorneys	12/20/91
o.	Present final recommendation to funding sources for action and approval.	To be determined	

NOTE: Some additional activities and deadlines of critical importance are as follows.

p.	Submit a study design.	Consultant	1/20/92
q.	Implement approved study.	Consultant	1/27/92
r.	Submit final study report.	Consultant	6/1/92

Cincinnati Public Schools
ALTERNATIVE/SETTLEMENT OFFICE
230 East Ninth Street
Cincinnati, Ohio 45202

MEMORANDUM

TO: Communitywide Task Force Members

FROM: Dr. Jack L. Lewis, Director

DATE: November 7, 1991

RE: Questions to be Addressed in the Study of Racial Disparities in Student Suspension Data

Consistent with Judge Rice's ruling of June, 1991, our district has been working with Bronson plaintiff attorneys to select an external consultant to conduct a study on the causes of racial disparities in our student suspension data. A plan developed jointly by Bronson plaintiff and defendant attorneys calls for the following activities to be completed as part of the selection process.

a. Development of questions to be addressed by the study.

b. Development of a request for proposal to be distributed to potential consultants.

c. Submission of an initial study design to address the stated questions.

d. Interviews with selected consultants (based upon merits of the study plan).

e. Selection of a consultant.

It is anticipated that selection of the consultant will occur by early January of 1992 and that the study will be implemented not later than February 1, 1992. The desired completion date is June 1, 1992, with implementation of the study's recommendation to begin with the opening of the 1992-93 school year.

Attached for your information is a set of proposed questions for this study. At the November 11 meeting of the Task Force, you will have the opportunity to suggest additional questions for inclusion on this list. If you are unable to attend the November 11 meeting, you may still suggest questions by calling me or submitting written questions not later than the end of the day on November 12th. The established timeline requires that I send the compiled set of questions to all Bronson attorneys on November 13th.

Thank you for your assistance and cooperation in this matter. I look forward to discussing the study with you in more detail at the November 11th meeting.

JLL:st
Att.
cc Mr. J. Michael Brandt, Superintendent
Dr. Robert W. Evans, Facilitator

PROPOSED QUESTIONS FOR STUDY OF RACIAL DISPARITIES IN STUDENT SUSPENSION STATISTICS

1. What are the major factors which contribute to the current level of racial disparity observed in districtwide suspension statistics?

2. What specific actions or programs should CPS take to reduce or eliminate racial disparities in student suspensions?

3. What changes, if any, should CPS staff make in procedures used to analyze suspension statistics for the purpose of identifying and quantifying racial disparities?

4. What changes, if any, need to be made to CPS policies and procedures for student discipline to help reduce or eliminate racial disparities in suspension statistics?

5. Are current discipline policies and procedures written to an adequate level of specificity which provides enough direction to staff members to ensure fair and consistent treatment of students across all schools?

6. How does the observed level of racial disparity in suspensions compare with levels in other medium to large city school districts across the country?

7. What types of staff training programs might be helpful in reducing or eliminating these racial disparities?

8. What are the effective disciplinary strategies currently used in school buildings that experience no disproportionality in suspensions?

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22. Have the various alternatives to out-of-school suspensions been effective at CPS in comparison with the effectiveness of these alternatives in other school systems with similar characteristics?

JLL:st
11/5/91

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

INTER-OFFICE MEMORANDUM

TO: Dr. Jack L. Lewis, Director, Alternative/Settlement Office

FROM: Mr. Jerry Moore, Associate

DATE: November 12, 1991

RE: Suspensions and Expulsions, 1990-91

Please find below a discussion of the count of suspensions and expulsions for 1990-91. Also, I have included again this year the Black/Non-Black Suspension Index which measures the discrepancy between the proportion of black students suspended and the proportion of non-black students suspended.

I've provided various breakdowns of the data which I hope you will find helpful.

Number of Suspensions and Expulsions

The number of student suspensions and expulsions increased by 2,102 from 1989-90 to the 1990-91 total of 11,699 (see Table 1). Almost all of this increase occurred in grades 7-12. In grades K-6, the increase was 230.

The largest increase in suspensions occurred for black male students in grades 7-12 where the number of suspensions increased for this group in 1990-91 by 947 and accounted for almost half of the total increase. Although it should also be noted that the percentage increase for black females in grades 7-12 was actually larger than any group; suspensions increased for this group of students by 37%.

Expulsions increased by 217. Again, most of this increase occurred in grades 7-12. However, over twice as many expulsions occurred in grades K-6 in 1990-91 as occurred in 1989-90. (Please note, however, expulsions are also counted as suspensions. This increase in expulsions, therefore, does not represent more than the 2,102 increase mentioned above.)

The number of suspensions increased during each school quarter in comparison to the previous school year, but the largest increase in the number of suspensions occurred during fourth quarter. Suspensions during fourth quarter represented 35.2% of all suspensions, and the fourth quarter increase represented over half of the total increase for the year. Also, of the years reported in Table 2, there has never been the large increase in the number of suspensions from third to fourth quarter as was the increase reported in 1990-91 (an increase of 972). As you are aware, several major events were taking place in our school district at this time. It is certainly worth considering the impact these events may have had on the count of student suspensions.

Table 1. Number of Suspensions and Expulsions by Race and Gender, 1988-89 Through 1990-91.

	NUMBER BY RACE AND GENDER														
	BLACK						NON-BLACK								
	Female			Male			Female			Male			Total Number		
	89	90	91	89	90	91	89	90	91	89	90	91	89	90	91
SUSPENSIONS															
Elementary Grades K-6	517	541	576	1627	1666	1778	92	74	90	548	435	502	2784	2716	2946
Secondary Grades 7-12	1684	1631	2242	3204	3417	4364	619	508	519	1420	1325	1628	6927	6881	8753
TOTAL	**2201**	**2172**	**2818**	**4831**	**5083**	**6142**	**711**	**582**	**609**	**1968**	**1760**	**2130**	**9711**	**9597**	**11699**
EXPULSIONS															
Elementary Grades K-6	4	7	17	21	26	66	0	0	2	9	12	19	34	45	104
Secondary Grades 7-12	45	62	90	137	146	254	25	25	17	60	37	67	267	270	428
TOTAL	**49**	**69**	**107**	**158**	**172**	**320**	**25**	**25**	**19**	**69**	**49**	**86**	**301**	**315**	**532**

NOTE: The data reported in this and the following tables were taken from computer files maintained by the Department of Administration, Curriculum and Instruction, and numbers vary slightly from their own reports on suspensions and expulsions. It should also be noted, as is the policy in the Department of Administration, Curriculum and Instruction, expulsions are also counted as suspensions.

Table 2. Number of Suspensions by School Quarter, 1986-87 Through 1990-91.

School Quarter	SCHOOL YEAR 1986-87	1987-88	1988-89	1989-90	1990-91	CHANGE 89-90 to 90-91
1	1520	1725	1210	1632	1850	+218
2	2337	2706	2461	2513	2595	+82
3	3048	2801	2937	2766	3141	+375
4	2442	3143	3103	2686	4113	+1427
TOTAL	**9347**	**10375**	**9711**	**9597**	**11699**	**2102**

NOTE: Data from 1986-87 through 1987-88 were taken from AC&I reports. Data for 1988-89 through 1990-91 were taken from the AC&I computer file.

Suspensions by Grade

The largest number of suspensions occurred at grade 7, followed by grade 9 and then grade 8 (see Table 3). The smallest number of suspensions occurred in grades K-3 and 12.

Almost 60% of all suspensions occurred at grades 7-9. Less than 5% occurred in the primary grades, K-3 (see Table 4).

Table 3. Number of Suspensions by Grade and by Race and Gender, 1990-91.

	BLACK		NON-BLACK		Total Number and Percentage	
Grade	Female	Male	Female	Male		
K	1	17	0	2	20	(0.2%)
1	10	66	1	14	91	(0.8)
2	11	104	3	20	138	(1.2)
3	51	194	2	72	319	(2.7)
4	98	396	14	81	589	(5.0)
5	175	459	35	146	815	(7.0)
6	230	542	35	167	974	(8.3)
7	708	1206	142	494	2550	(21.8)
8	495	964	180	450	2089	(17.9)
9	546	1178	133	388	2245	(19.2)
10	288	534	34	127	983	(8.4)
11	136	324	18	105	583	(5.0)
12	69	158	12	64	303	(2.5)
TOTAL SUSPENSIONS	2818	6142	609	2130	11699	(100%)

Table 4. Number and Percentage of Suspensions by Grade Level Grouping, 1990-91.

Grade Level Grouping	Number and Percentage of Suspensions	
K-3	568	(4.9%)
4-6	2378	(20.3)
7-9	6884	(58.8)
10-12	1869	(16.0)
TOTAL	11699	(100%)

Expulsions by Grade

The pattern of expulsions by grade was similar to that of all suspensions. The peak number occurred at grade 8, however, followed then by grade 7 and grade 9 (see Table 5). The smallest number of expulsions occurred in grades K-4.

Almost two-thirds of all expulsions occurred in grades 7-9 (see Table 6).

Table 5. Number of Expulsions by Grade and by Race and Gender, 1990-91.

Grade	BLACK		NON-BLACK		Total Number and Percentage	
	Female	Male	Female	Male		
K	0	0	0	0	0	(0.0%)
1	0	2	0	0	2	(0.4)
2	0	2	0	1	3	(0.6)
3	0	5	0	1	6	(1.1)
4	1	9	0	3	13	(2.4)
5	8	17	1	3	29	(5.5)
6	8	31	1	11	51	(9.6)
7	32	56	7	17	112	(21.0)
8	36	81	4	18	139	(26.1)
9	12	57	4	19	92	(17.3)
10	6	30	1	5	42	(7.9)
11	1	21	1	3	26	(4.9)
12	3	9	0	5	17	(3.2)
TOTAL EXPULSIONS	107	320	19	86	532	(100%)

Table 6. Number and Percentage of Expulsions by Grade Level Grouping, 1990-91.

Grade Level Grouping	Number and Percentage of Expulsions	
K-3	11	(2.1%)
4-6	93	(17.5)
7-9	343	(64.5)
10-12	85	(16.0)
TOTAL	532	(100%)

Number of Students Suspended

While there were 11,699 suspensions in 1990-91 only 6,669 students were suspended, 1,920 in grades K-6 and 4,749 in grades 7-12 (see Tables 7 through 9). (Almost 40% of students suspended were suspended more than one time.) The increase in the number of students suspended over last year was 716. Much of the increase in the number of suspensions for 1990-91 was due to an increase in the number of students who received multiple suspensions during the school year.

Black male students made up 50.5% of the total group of students suspended (57.2% in grades K-6 and 47.8% in grades 7-12). This percentage represents a small reduction in comparison to the percentage of black male students suspended in 1989-90. This is due, however, not to a decrease in the number of suspended black male students, but to the percentage increase of black female students suspended which was a greater percentage increase than for any other group.

Table 7. Unduplicated Count of Suspensions. Number of Students Suspended in Grades K-6 by the Number of Times Suspended and by Race and Gender, 1988-89 Through 1990-91.

Number of Times Suspended	NUMBER OF STUDENTS BY RACE AND GENDER												Total Number and Percentage of Students		
	BLACK						NON-BLACK								
	Female			Male			Female			Male					
	89	90	91	89	90	91	89	90	91	89	90	91	89	90	91
1	291	286	329	581	704	715	53	57	56	251	212	207	1176 (66.9%)	1259 (66.9%)	1307 (68.1%)
2	60	60	72	204	206	225	16	7	8	58	56	70	338 (19.2)	329 (18.3)	375 (19.5)
3	16	24	20	87	81	82	1	1	2	28	24	29	132 (7.5)	130 (7.2)	133 (6.9)
4	10	10	7	34	27	47	1	0	2	15	8	8	60 (3.4)	45 (2.5)	64 (3.3)
5	0	2	3	26	14	16	0	0	1	6	0	3	32 (1.8)	16 (0.9)	23 (1.2)
6	3	1	1	12	9	6	0	0	0	0	0	2	15 (0.9)	10 (0.6)	9 (0.5)
7	0	1	0	1	6	6	0	0	0	1	1	1	2 (0.3)	8 (0.6)	7 (0.5)
8	0	0	0	4	3	1	0	0	0	0	0	0	4	3	1
9	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
TOTAL	380 (21.6%)	384 (21.3%)	432 (22.5%)	949 (54.0%)	1051 (58.4%)	1099 (57.2%)	71 (4.0%)	65 (3.6%)	69 (3.6%)	359 (20.4%)	301 (16.7%)	320 (16.7%)	1759 (100%)	1801 (100%)	1920 (100%)

Table 8. Unduplicated Count of Suspensions. Number of Students Suspended in Grades 7-12 by the Number of Times Suspended and by Race and Gender, 1988-89 Through 1990-91.

Number of Times Suspended	NUMBER OF STUDENTS BY RACE AND GENDER												Total Number and Percentage of Students		
	BLACK						NON-BLACK								
	Female			Male			Female			Male					
	89	90	91	89	90	91	89	90	91	89	90	91	89	90	91
1	715	779	851	1119	1209	1231	221	224	209	460	460	463	2515 (62.0%)	2672 (64.4%)	2754 (58.0%)
2	198	177	269	422	411	502	75	64	56	158	154	161	853 (21.1)	806 (19.4)	988 (20.8)
3	84	86	111	163	183	264	26	19	36	72	68	89	345 (8.5)	356 (8.6)	500 (10.5)
4	29	28	50	90	97	133	15	15	6	42	37	44	176 (4.4)	177 (4.3)	233 (4.9)
5	21	13	34	36	41	74	10	4	7	19	21	30	86 (2.1)	79 (1.9)	145 (3.1)
6	7	4	11	23	18	41	6	2	3	10	5	17	46 (1.1)	29 (.7)	72 (1.5)
7	6	4	3	7	12	18	1	1	1	5	5	10	19 (.8)	22 (.7)	32 (1.2)
8	2	0	2	2	3	6	1	0	1	4	1	9	9	4	18
9	0	0	3	1	2	1	1	0	0	3	3	1	5	5	5
10	0	0	0	0	1	1	0	0	0	0	0	1	0	1	2
11	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0
TOTAL	1062 (26.2%)	1092 (26.3%)	1334 (28.1%)	1863 (45.9%)	1977 (47.6%)	2271 (47.8%)	356 (8.9%)	329 (7.9%)	319 (6.7%)	774 (19.1%)	754 (18.2%)	825 (17.2%)	4055 (100%)	4152 (100%)	4749 (100%)

Table 9. Unduplicated Count of Suspensions. Number of Students Suspended in Grades K-12 by the Number of Times Suspended and by Race and Gender, 1988-89 Through 1990-91.

Number of Times Suspended	NUMBER OF STUDENTS BY RACE AND GENDER												Total Number and Percentage of Students					
	BLACK						NON-BLACK											
	Female			Male			Female			Male								
	89	90	91	89	90	91	89	90	91	89	90	91	89		90		91	
1	1006	1065	1180	1700	1913	1946	274	281	265	711	672	670	3691	(63.5%)	3931	(66.0%)	4061	(60.9%)
2	258	237	341	626	617	727	91	71	64	216	210	231	1191	(20.5)	1135	(19.1)	1363	(20.4)
3	100	110	131	250	264	346	27	20	38	100	92	118	477	(8.2)	486	(8.2)	633	(9.5)
4	39	38	57	124	124	180	16	15	8	57	45	52	236	(4.1)	222	(3.7)	297	(4.5)
5	21	15	37	62	55	90	10	4	8	25	21	33	118	(2.0)	95	(1.6)	168	(2.5)
6	10	5	12	35	27	47	6	2	3	10	5	19	61	(1.0)	39	(0.7)	81	(1.2)
7	6	5	3	8	18	24	1	1	1	6	6	11	21	(0.7)	30	(0.8)	39	(1.0)
8	2	0	2	6	6	7	1	0	1	4	1	9	13		7		19	
9	0	0	3	1	3	2	1	0	0	3	3	1	5		6		6	
10	0	0	0	0	1	1	0	0	0	0	0	1	0		1		2	
11	0	1	0	0	0	0	0	0	0	1	0	0	1		1		0	
TOTAL	1442 (24.8%)	1476 (24.8%)	1766 (26.5%)	2812 (48.4%)	3028 (50.9%)	3370 (50.5%)	427 (7.3%)	394 (6.6%)	388 (5.8%)	1133 (19.5%)	1055 (17.7%)	1145 (17.2%)	5814 (100%)		5953 (100%)		6669 (100%)	

Percentage of Students Suspended

The 6,669 students suspended in 1990-91 accounted for 13.2% of the total K-12 student enrollment in the school district (see Table 10). This was an increase of 1.1 percentage points from 1989-90. The percentage of students suspended at each school level rose and the largest increase occurred in junior/middle schools (+5.4 percentage points).

Table 10. Percentage of Students Enrolled Who Were Suspended by School Level, 1988-89 Through 1990-91.

	SCHOOL YEAR		
School Level	88-89	89-90	90-91
Elementary	6.3%	6.3%	6.6%
Junior/Middle	31.0	33.4	38.8
Secondary	18.7	17.3	19.7
TOTAL	12.1%	12.1%	13.2%

Students Suspended More Than Once

Of all students suspended, 39.1% of these students were suspended more than once and accounted for 65.3% of all suspensions (see Table 11). And while 13.2% of all students enrolled K-12 were suspended, only 5.2% of the total enrollment of students were those who were repeat offenders. For grades 7-12 these repeat offenders represented 10.3% of the enrollment.

While a larger proportion of black males were suspended (21.3%) in comparison to any other group, differences by race in the proportion of repeat offenders within each group were almost non-existent when controlling for gender differences (black males - 42.3%, non-black males - 41.6%, black females - 33.2% and non-black females - 31.7%).

Table 11. Comparison of the Number of Students Suspended With the Total Number of Suspensions and Total Student Enrollment, 1990-91.

Level/Item	BLACK		NON-BLACK		Total
	Female	Males	Female	Males	
ELEMENTARY GRADES (K-6)					
Number of Students Suspended	432	1099	69	320	1920
Number of Suspensions	576	1778	90	502	2946
Percentage of Students Suspended More Than Once	23.8%	35.0%	18.8%	35.3%	31.9%
Percentage of Suspensions Given to Students Who Were Suspended More Than Once	42.9%	59.8%	37.8%	58.6%	55.6%
Percentage of Total Enrollment of Students Suspended	4.7%	11.3%	1.2%	5.1%	6.1%
Percentage of Total Enrollment of Students Suspended More Than Once	1.1%	4.0%	0.2%	1.8%	2.0%
SECONDARY GRADES (7-12)					
Number of Students Suspended	1334	2271	319	825	4749
Number of Suspensions	2242	4364	519	1628	8753
Percentage of Students Suspended More Than Once	36.2%	45.8%	34.5%	43.9%	42.0%
Percentage of Suspensions Given to Students Who Were Suspended More Than Once	62.0%	71.8%	59.7%	71.6%	68.5%
Percentage of Total Enrollment of Students Suspended	21.9%	37.3%	9.3%	22.6%	24.6%
Percentage of Total Enrollment of Students Suspended More Than Once	7.9%	17.1%	3.2%	10.0%	10.3%
TOTAL (K-12)					
Number of Students Suspended	1766	3370	388	1145	6669
Number of Suspensions	2818	6142	609	2130	11699
Percentage of Students Suspended More Than Once	33.2%	42.3%	31.7%	41.6%	39.1%
Percentage of Suspensions Given to Students Who Were Suspended More Than Once	35.5%	68.3%	56.5%	68.5%	65.3%
Percentage of Total Enrollment of Students Suspended	11.6%	21.3%	4.2%	11.6%	13.2%
Percentage of Total Enrollment of Students Suspended More Than Once	3.8%	9.0%	1.4%	4.8%	5.2%

Black/Non-Black Suspension Index

The Black/Non-Black Suspension Index measures the difference between the proportion of black students suspended and the proportion of non-black students suspended. Since the percentage of students suspended in each of these groups must be determined in order to compute this index, these percentages are provided here as well. Also, I've continued to report these percentages by race and gender.

The index increased by one point from 7.0 to 8.0 in 1990-91 overall. An increase occurred at each school level, although the change at the elementary school level was very small. The largest increase occurred at the junior/middle school level (see Table 12).

The percentage of students suspended and the Black/Non-Black Suspension Index for each school are found in Table 13.

Please contact me should you have any further questions regarding these data.

JM/fei

c: Bernard Barbadora
Elizabeth Elsey

Table 12. Percentage of Students Suspended by School Level and by Race and Gender and Black/Non-Black Suspension Index by School Level, 1988-89 Through 1990-91.

School Level	BLACK									NON-BLACK									Black/Non-Black Suspension Index		
	Female			Male			Total			Female			Male			Total					
	89	90	91	89	90	91	89	90	91	89	90	91	89	90	91	89	90	91	89	90	91
Elementary	4.6%	4.7%	5.3%	10.6%	11.2%	11.5%	7.7%	8.1%	8.4%	1.9%	1.5%	1.4%	6.5%	5.5%	5.6%	4.2%	3.5%	3.7%	3.4	4.5	4.6
Junior/Middle	26.1	28.1	33.6	39.1	42.9	51.0	33.0	36.0	42.3	16.3	20.1	20.5	37.5	36.4	39.9	27.2	28.6	31.9	5.8	7.4	10.4
Secondary	15.6	15.0	17.6	29.7	27.9	32.5	22.5	21.5	24.6	7.7	5.6	5.6	16.9	15.1	16.4	12.4	10.4	11.2	10.2	11.1	13.5
TOTAL	*10.0%*	*10.0%*	*11.5%*	*18.8%*	*19.2%*	*21.1%*	*14.5%*	*14.7%*	*16.1%*	*4.7%*	*4.3%*	*4.2%*	*11.9%*	*11.0%*	*11.4%*	*8.4%*	*7.6%*	*8.2%*	*6.1*	*7.0*	*8.8*

Table 13. Percentage of Students Suspended by School and Black/Non-Black Suspension Index, 1990-91.

SCHOOL	BLACK FEMALE	BLACK MALE	NON-BLACK FEMALE	NON-BLACK MALE	TOTAL BLACK	TOTAL NON-BLACK	TOTAL STUDENTS	BLACK/NON-BLACK SUSPENSION INDEX
ANDERSON PLACE	2.0%	3.9%	0.0%	1.6%	3.0%	.9%	2.3%	2.1
BOND HILL	4.3%	9.4%	6.2%	0.0%	6.9%	2.9%	6.6%	4.0
BRAMBLE	4.0%	29.5%	0.0%	15.9%	15.7%	8.5%	13.6%	7.2
BURTON	3.3%	7.6%	0.0%	0.0%	5.5%	0.0%	5.3%	5.5
C.A.P.E (WINTON TERR)	1.8%	4.1%	0.0%	3.2%	3.1%	2.0%	2.8%	1.1
CARSON	0.0%	1.6%	0.0%	0.0%	.8%	0.0%	.3%	.8
CARTHAGE	3.4%	2.6%	0.0%	0.0%	3.0%	0.0%	1.9%	3.0
CENTRAL FAIRMOUNT	6.8%	21.0%	2.7%	13.7%	14.5%	8.2%	11.2%	6.3
CHASE	24.3%	49.4%	3.5%	26.9%	36.8%	16.1%	29.1%	20.7
CHEVIOT	1.1%	14.0%	0.0%	1.6%	7.9%	.9%	4.1%	7.0
CLIFTON	2.5%	3.8%	0.0%	.8%	3.1%	.4%	1.9%	2.7
COLLEGE HILL	0.0%	.7%	0.0%	0.0%	.3%	0.0%	.2%	.3
COVEDALE	22.5%	32.5%	1.6%	9.8%	27.6%	5.9%	11.1%	21.7
DOUGLASS	3.2%	8.4%	2.0%	5.6%	6.1%	4.1%	5.7%	1.9
EASTERN HILLS	15.6%	23.6%	3.3%	16.1%	19.8%	10.7%	16.2%	9.2
EASTWOOD	2.4%	5.4%	0.0%	3.5%	4.1%	2.1%	3.3%	2.0
FAIRVIEW	4.6%	13.2%	1.2%	4.7%	8.7%	3.0%	5.9%	5.7
HARTWELL	3.6%	10.4%	0.0%	7.3%	6.8%	3.5%	5.3%	3.3
HAYS	.5%	1.7%	0.0%	0.0%	1.1%	0.0%	1.0%	1.1
HEBERLE	1.3%	6.4%	1.6%	2.6%	4.0%	2.2%	3.4%	1.9
HEINOLD	5.4%	7.5%	0.0%	13.6%	6.5%	6.8%	6.6%	-.3
HOFFMAN	.7%	5.5%	0.0%	*	3.3%	0.0%	3.3%	3.3
HYDE PARK	6.6%	9.6%	0.0%	13.3%	8.3%	7.4%	8.0%	.8
KILGOUR	8.2%	22.8%	2.3%	3.1%	15.4%	2.7%	6.0%	12.7
KIRBY ROAD	2.0%	.7%	0.0%	2.0%	1.3%	1.0%	1.2%	.3
LINWOOD	2.9%	4.5%	1.2%	0.0%	3.7%	.7%	2.1%	3.1
LOSANTIVILLE	0.0%	3.6%	0.0%	3.4%	1.9%	2.0%	2.0%	-.1
MCKINLEY	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
MIDWAY	2.5%	9.8%	0.0%	4.4%	6.0%	2.2%	3.7%	3.8
MILLVALE	1.3%	5.1%	0.0%	0.0%	3.2%	0.0%	3.0%	3.2
MT. AIRY	8.4%	9.7%	4.0%	2.2%	9.1%	3.0%	6.1%	6.1
MT. WASHINGTON	9.2%	13.2%	.4%	3.0%	11.0%	1.6%	4.0%	9.4
NORTH AVONDALE	2.0%	1.6%	0.0%	0.0%	1.9%	0.0%	.9%	1.9
NORTH FAIRMOUNT	9.9%	25.8%	2.6%	20.8%	18.5%	12.6%	17.5%	5.9
OYLER	25.9%	46.7%	8.4%	12.5%	38.2%	10.5%	22.4%	27.6
PARHAM	3.6%	8.9%	0.0%	15.4%	6.7%	8.7%	6.9%	-2.0
PLEASANT HILL	6.4%	30.2%	0.0%	13.5%	17.8%	6.9%	15.0%	10.9
PLEASANT RIDGE	7.2%	17.9%	0.0%	7.2%	12.5%	3.8%	9.6%	8.7
QUEBEC HEIGHTS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
ROBERTS	16.3%	28.0%	3.7%	12.2%	22.1%	7.5%	13.6%	14.6
ROCKDALE	2.7%	8.7%	0.0%	0.0%	6.1%	0.0%	5.9%	6.1
ROLL HILL	5.6%	10.5%	2.9%	4.0%	8.0%	3.4%	6.1%	4.5
ROOSEVELT	12.9%	14.2%	1.2%	5.4%	13.6%	3.4%	8.9%	10.2
ROSELAWN/ CONDON	2.6%	6.0%	1.0%	2.5%	4.3%	1.8%	3.5%	2.5
ROTHENBERG	7.2%	15.1%	3.6%	13.0%	11.2%	7.8%	10.9%	3.4
SANDS	0.0%	.7%	0.0%	0.0%	.3%	0.0%	.1%	.3
SAWYER (CBA/AWL)	20.2%	32.4%	2.5%	7.5%	26.0%	4.9%	16.6%	21.1
SAYLER PARK	0.0%	6.1%	.8%	5.9%	3.6%	3.4%	3.4%	.2
SCHIEL	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
SILVERTON	1.5%	8.6%	3.7%	0.0%	5.3%	1.3%	4.7%	4.0
SOUTH AVONDALE	2.6%	5.9%	0.0%	100%	4.3%	33.3%	4.5%	-29.1
SWIFTON	0.0%	2.9%	0.0%	0.0%	1.5%	0.0%	1.2%	1.5
TAFT	0.0%	1.7%	0.0%	0.0%	.9%	0.0%	.9%	.9
VINE	1.9%	8.3%	0.0%	13.3%	5.2%	7.7%	5.6%	-2.5
WASHBURN	.5%	.4%	0.0%	0.0%	.5%	0.0%	.4%	.5
WASHINGTON PARK	8.5%	25.2%	8.0%	12.2%	16.8%	10.2%	14.2%	6.6
WESTWOOD	1.3%	11.0%	.7%	3.4%	6.3%	2.2%	3.0%	4.2
WHITTIER	3.1%	4.2%	1.1%	1.5%	3.6%	1.3%	2.3%	2.3
WINDSOR	7.2%	11.7%	0.0%	0.0%	9.4%	0.0%	8.9%	9.4
WINTON PLACE	.9%	9.9%	0.0%	19.0%	5.6%	10.3%	6.0%	-4.7
WOODFORD	0.0%	2.0%	0.0%	0.0%	1.0%	0.0%	.5%	1.0
BLOOM	31.8%	54.8%	30.2%	31.6%	45.1%	30.9%	41.6%	14.2
CREST HILLS	36.4%	45.2%	10.5%	13.3%	41.3%	12.2%	37.2%	29.1
DATER	50.0%	62.4%	15.6%	41.0%	55.9%	28.6%	38.4%	27.3
GAMBLE	55.1%	64.0%	7.6%	48.4%	59.9%	28.1%	48.3%	31.8
MERRY	46.5%	74.7%	35.7%	44.8%	61.8%	41.9%	60.1%	19.9
PEOPLES	5.5%	14.7%	10.9%	14.1%	10.6%	12.8%	11.2%	-2.2
PORTER	35.6%	63.1%	56.8%	72.8%	47.5%	65.8%	55.5%	-18.3
SCHWAB	31.2%	61.6%	15.1%	34.8%	47.3%	24.9%	40.5%	22.4
SHRODER	21.0%	36.9%	19.6%	41.7%	28.8%	31.2%	29.7%	-2.4
AIKEN	17.1%	39.2%	11.3%	34.2%	28.3%	24.2%	27.3%	4.1
C.A.P.E.	31.2%	48.8%	14.7%	28.4%	42.0%	22.6%	34.8%	19.4
CLARK	4.4%	2.0%	5.2%	17.6%	3.2%	11.1%	5.3%	-8.0
HUGHES	10.1%	26.0%	5.6%	14.6%	16.6%	9.3%	14.1%	7.3
S.C.P.A.	8.1%	18.6%	1.7%	3.3%	11.9%	2.4%	7.2%	9.5
TAFT	9.1%	26.4%	6.3%	25.3%	17.4%	17.6%	17.5%	-.2
WALNUT HILLS	11.3%	17.3%	1.3%	5.2%	13.9%	3.2%	6.9%	10.6
WESTERN HILLS	28.3%	43.4%	8.8%	17.3%	35.6%	13.4%	25.3%	22.2
WITHROW	17.2%	33.0%	10.3%	34.5%	25.4%	23.2%	24.9%	2.2
WOODWARD	24.3%	32.1%	6.9%	8.3%	28.4%	7.6%	26.4%	20.8

*=NOT COMPUTABLE

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Schools With Low or High Student Suspension Rates

In Table A are listed schools with the lowest or highest suspension rates at their level.

At the elementary level nine schools had suspension rates of less than 1% and six schools had rates at 15% or higher.

One school at the junior/middle school level had a suspension rate of less than 25% while two schools' rates were greater than 50%.

At the senior high level three schools reported rates of less than 10% and four schools had rates of higher than 25%.

Table A. Schools With the Lowest or Highest Suspension Rates at Their Level, 1990–91.

School	Percentage of Students Suspended
Lowest Suspension Rate	
Elementary Level	
Quebec Heights	0.0%
Schiel	0.0
Sands	0.1
College Hill	0.2
Carson	0.3
Washburn	0.4
Woodford	0.5
North Avondale	0.9
Taft	0.9
Junior/Middle Level	
Peoples	11.2%
Senior High Level	
Clark	5.3%
Walnut Hills	6.9
SCPA	7.2
Highest Suspension Rate	
Elementary Level	
Chase	29.1%
Oyler	22.4
North Fairmount	17.5
Sawyer	16.6
Eastern Hills	16.2
Pleasant Hill	15.0
Junior/Middle Level	
Merry	60.1%
Porter	55.5
Senior High Level	
CAPE	34.8%
Aiken	27.3
Woodward	26.4
Western Hills	25.3

Schools with Low or High Discrepencies in Suspension Rates Between Black and Non-Black Students

In an effort to identify each school whose suspension rate discrepancy between black and non-black students was among the highest or lowest at its level, the following selection criteria were used:

Lowest Discrepancy Schools

(1) The percentage of black as well as non-black student enrollment was at least 20%.

(2) The Black/Non-Black Suspension Index was near zero.

(3) Greater than 1% of the school's total student population was suspended.

Highest Discrepancy Schools

(1) The percentage of black as well as non-black student enrollment was at least 20%.

(2) The Black/Non-Black Suspension Index was greater than one standard deviation above or below the mean for all schools at its level.

(3) Greater than 1% of the school's total student population was suspended.

Listed in Table B are the schools in each of these two categories. Perhaps reasons for the increase in the Black/Non-Black Suspension Index may be identified by first investigating differences in discipline plans and procedures and student behavior in these two groups of schools.

Table B. Schools With the Lowest or Highest Suspension Discrepancies at Their Level, 1990-91.

School	Percentage Black October 1990	Black/Non-Black Suspension Index
Lowest Discrepancy		
Elementary Level		
Losantiville	73.1	-0.1
Kirby Road	51.2	0.3
Heinold	73.6	0.3
Hyde Park	74.7	0.8
CAPE Primary	71.5	1.1
Heberle	62.6	1.9
Junior/Middle Level		
Peoples	79.6	-2.2
Shroder	63.5	-2.4
Senior High Level		
Taft	69.8	-0.2
Withrow	75.2	2.1
Aiken	76.3	4.1
Highest Discrepancy		
Elementary Level		
Oyler	44.3%	27.6
Covedale	23.8	21.7
CBA (K-8)	56.5	21.1
Chase	63.3	20.7
Roberts (K-8)	42.7	14.6
Kilgour	41.6	12.7
Junior/Middle Level		
Gamble	65.0	31.8
Porter	56.3	-18.3
Senior High Level		
Western Hills	53.7	22.2
Woodward	75.2	20.6
CAPE	63.5	19.4
Clark	73.6	-8.0

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COMMUNITYWIDE TASK FORCE

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Patricia Timm

Robert Evans
Facilitator
Second National Bank Building
830 Main Street, Room 1212
Cincinnati, Ohio 45202

MEMORANDUM

TO: All Communitywide Task Force Members
FROM: Robert S Brown
DATE: November 5, 1991
SUBJECT:

I enclose copies of a Memo prepared November 2, 1991 by Hendrik analyzing the September, 1991 CPS Discipline Statistics Study. I will place both the Study and Hendrik's report for consideration on our November 11 agenda.

cc: Dr. Robert W. Evans
Dr. Jack Lewis

F-1-39

University of Cincinnati

College of Education

Department of Curriculum and Instruction

608 Teachers College Building
Cincinnati, Ohio 45221-0002

November 2 , 1991

To: Communitywide Task Force

From: Hendrik D. Gideonse

Subject: A Review of "Studies and Comparative Data on Student Discipline Statistics" (CPS, September, 1991)

There are some good things about the document we received. For example, it offers evidence that analysts have attempted to reach out beyond the immediate Cincinnati experience by reviewing the literature. We are presented with the results of the data tabulations on suspensions and expulsion for a third full year (1990-91) and a comparison of similar data on other large Ohio school systems. Finally, over half the report is devoted to a presentation of the outcomes and findings of the in-depth review of student suspensions recorded between October 8 and November 15, 1990.

By the time I finished reading the report, however, I found myself full of frustrations which I have tried to organize and share with you:

1. I know there are others who must share the sense of urgency on the issue of racial disparities in this area that leads me to be almost shocked by the matter-of-fact tone of this report. So what if we're right in the middle of the national stream with our 2:1 disparity? Why isn't that stream considered a seriously polluted tributary, disgust for which should lead to vigorous and deliberate corrective action? Why is there no sense of embarrassment, dismay, deeper puzzlement, or gritty determination to get to the bottom of what continues to remain inexplicable despite the system's attempts to understand it?

2. Instead of direct action, this latest report calls for "more studies" (most of which were outlined in the memo we forwarded to CPS nearly two years ago).

3. Why does CPS persist in analyzing these issues according to measures (e.g. black/non-black suspension index) which, without the application of extensive additional effort, conceal as much as they reveal?

Consider the following points:

An affirmative action/equal opportunity institution

A. The report's presentation of the 1990-91 data is presented in isolation from preceding years' data. Furthermore, it is analyzed only in terms of unduplicated counts, that is, the individuals suspended or expelled at least once during the year. Raw numbers are given only once in this section of the report; everything else is presented in terms of percentages, including comparisons with preceding years. Accordingly, only by digging elsewhere (pp. E-4-5 of the Facilitator's 1989-90 report) can we know how 1990-91's unduplicated count of 6669 suspensions (5144 black and 1525 white) compares with the preceding year (1989-90) of 5953 (4504 black and 1449 white). In other words, the unduplicated count of suspensions increased by 12%, but we are not told that.

The duplicated or full count for 1990-91 (the actual number of suspension actions independent of the individuals so affected) is presented in the appendices (p. 18). It shows what turns out to be an even greater increase (1990-91--11691 vs. 1989-90--9591), a 22% increase in one year, but, again, in order to know this it is necessary to go back to the Facilitator's Report for 1989-90 (p. E-25) to retrieve the comparative data. Expulsions in the system increased from 315 to 527, a 67% increase; elementary student expulsions more than doubled.

Surely, these several indicators of increased use of the power to suspend and expel are important indicators of school climate. One would have thought they would be a part of any updated discussion on discipline in the system.

B. Why are the analyses done only on unduplicated counts? Isn't it of interest how the total number of suspensions breaks down by race? Isn't it possible that the race of students whose multiple suspensions account for the difference between 11691 total suspensions and 6669 different individuals may have something to tell us about racial disparities?

C. The analysis persists in using what it calls the "black/non-black suspension index" (that is, the percentage suspension rate of blacks minus the percentage suspension rate of whites). This measure is no more useful than it was when first employed and rejected by us. For one thing, the index conceals important differences between schools. An 8% index, for example, is one thing on a base where the higher suspension rate is 46% and the lower is 38%; it is quite another when the higher suspension rate is 12% and the lower 4%. Both schools will show an "index" of 8%, but the second school presents a very different profile of disparity. BY this time it shouldn't be necessary for us to have to keep on noting that the disparity issue is not just a percentage difference; it is a percentage difference so great that it can be expressed meaningfully only as a differential ratio of treatment within groups.

In order for the reader of this new (September, 1991) report to tease out the meaning of the table on page 28 that presents the suspension index calculations, therefore, it is necessary to know both the proportion of black to white students in each of the schools and to understand the ratios of the black/white suspension rates to one another. The latter is fairly easy to compute from the data given (i.e., divide the larger % suspension rate in each case by the smaller), but whether the ratio is likely to mean anything also depends on a knowledge of the black/white population distribution in each school. Not directly providing those two kinds of information seriously limits the usefulness and meaningfulness of the report to any reader.

In fairness, the report does present a table on page 10 showing the overall ratio of black to white suspension rates over a three-year period. It does so, however, in two ways which minimize its impact on the reader. Nothing is made of the increasing progression of the ratio over those three years. Furthermore, the significance of the table is downplayed by placing it in the national context of racial disparity (as if that made Cincinnati's ratio morally or educationally less noxious).

D. You all received copies of my letter to Jack Lewis last spring detailing the reasons for my decision not to participate on the panel reviewing the reports of discipline actions for the "in-depth" study. The September, 1991 report's failure to even mention, let alone explore, the methodological and procedural hitches which emerged in the conduct of the study is a most serious matter, professionally speaking. There is internal evidence in the report which indicates one aspect of the methodological problem; of 1425 offenses only 588 were reviewed, but no explanation is offered why the other 837 offenses were not reviewed. Furthermore, the report makes claims about what the reviewers did and did not know about the individual cases which are demonstrably false. In the write-up, these and the related issues should have been forthrightly addressed. There is nothing wrong with acknowledging such problems. We live in an imperfect world; the best laid plans of mice and men, etc. etc. But readers and reviewers should be presented with the most complete explication and understanding of the design, progress, and outcomes of which the analysts are capable.

Consider another point. The report asserts the sample is a good one because the 49 events reported each day compares favorably to the preceding year's 54 events per day. But these numbers begin to look more problematic when the overall suspension rate (see "B" above) showed a 22% increase last year in the number of offenses leading to suspension. On this view, the offense rate during the period under examination was at least 30% below the rate for the whole year. Why? What, if anything, does that mean? Did knowing a study was being done reduce by one-third the suspension rate that might otherwise have been expected during the period under study?

Two additional matters from this study. One is the statistically significant finding in both directions that where individuals of a given race are harmed as a consequence of student misbehavior both black and white staff tend disproportionately to act on behalf of harmed students of the staff members' own racial group. This finding, one of the very few statistically significant correlations found, curiously does not make it into the executive summary.

A second correlation that did not make the executive summary, this time despite its high level of statistical significance, is the one between the races of a misbehaver and a party injured as a result. What the table on page 21 illustrates, in effect, is a measure of racial isolation (or at least sensitivity of some kind), for if students were truly race neutral in their altercations with one another, then whites would injure 41% more blacks than they do and blacks would injure 12% more whites than they do! While it may seem a bit odd to focus attention on patterns of trouble that stay within rather than cross racial groups, I also don't want to make more of this than is there, but in the larger context of our responsibilities there is little doubt in my mind that these numbers are something to think about hard.

E. One of the recommendations in the report is to study schools with low and high racial suspension disparities to see what can be learned from both. Part of me, of course, is pleased to see a suggestion I made in considerably greater detail nearly two years ago resurface, but a much greater part is disappointed because nearly two years more have gone by and the examination has yet to be done.

Unfortunately, the table on page 28 needs to have more data provided in order to see which schools might be the focus of attention, either for CPS study purposes, or, more to the point, for school site internal quality-control purposes (that is, study/action aimed at improving a school's overall performance respecting disruptive behavior in the first place and racial disparities in the second).

Among schools that look like models for others to ponder may be listed the 28 elementary schools with an aggregate suspension rate of less than 4%--Anderson Place, Carson, Carthage, Clifton, College Hill, Eastwood, Hays, Heberle, Hoffman, Kirby Road, Linwood, Losantiville, McKinley, Midway, Millvale, North Avondale, Quebec Heights, Roselawn/Condon, Sands, Sayler Park, Schiel, Swifton, Taft, Washburn, Westwood, Whittier, Winton Terrace, and Woodford. (It should be noted, however, that the black/white suspension ratio for these schools varies considerably, but that variance may well be deceptive because the number of cases for each school is so small at the 4% level.)

Schools whose suspension numbers and ratios, on their face, make them candidates for careful exploration include:

Bramble (13.8% suspension rate, 1.9:1 B/W ratio)
Central Fairmount (11.2% suspension rate, 1.8:1 B/W ratio)
Chase (29.1% suspension rate, 2.3:1 B/W ratio)
Covedale (11.1% suspension rate, 4.7:1 B/W ratio)
Eastern Hills ((10.7% suspension rate, 1.9:1 B/W ratio)
North Fairmount (17.5% suspension rate, 1.5:1 B/W ratio)
Oyler (22.4% suspension rate, 3.6:1 B/W ratio)
Pleasant Hill (15% suspension rate, 2.6:1 B/W ratio)
Roberts (13.6% suspension rate, 3:1 B/W ratio)
Rothenberg (10.9% suspension rate, 1.4:1 B/W ratio)
Sawyer (16.6% suspension rate, 5.3:1 B/W ratio)
Washington Park (14.2% suspension rate, 1.4:1 B/W ratio)

The elementary schools listed above are all the ones that had greater than 10% suspension rates.

Among the middle/junior high schools, Peoples is the one "success" story (11.2% suspension rate and a 1:1.2 B/W ratio). The others ranged from nearly 30% aggregate suspension rates to just over 60% with B/W ratios ranging from 1:1.4 (i.e., differential in favor of blacks) to 3.4:1.

Among the high schools the sample is also problematic because there is such great variety in their performance. The three lowest suspension rate schools (Clark, SCPA, and Walnut Hills) have very high (but in the case of Clark, contradictory) suspension ratios (1:3.5, 5:1, and 4.3:1, respectively). Three schools have relatively good ratios (Aiken 1.2:1, Taft 1:1, and Withrow 1.1:1), but their aggregate suspension rates average over 21%. CAPE, Western Hills, and Woodward, with suspension rates averaging nearly 29%, had B/W ratios of 1.9:1, 2.7:1, and 3.6:1 respectively.

* * * * *

What sense should we make of all this? What should the task force recommend or do based on what is here, especially given the current Cincinnati climate of opinion, one that seems to be brimming with nearly universal enthusiasm over the new "discipline" policies and their beneficial effect in the schools?

Because of that enthusiasm I had serious misgivings about the wisdom of spending very much time undertaking analysis of this newly received discipline report.

But I continue to believe that the now two-fold and still growing differential in black/white suspension rates is an unacceptable disparity.

I continue to believe that true discipline is something that must come from inside a person, that it is not merely conformance to externally defined expectations enforced by punishment.

I continue to believe that educational systems who rely on punitive codes to exact acceptable behavior from the students in their charge subtly but assuredly compromise the attainment of the larger and more demanding of the goals for society that schools could hope to serve.

After thinking about this over the past several days I don't believe it will do any good whatsoever to ask for more studies done on the schools. What needs to happen, at the district level and at the individual school level, is to take seriously what these data show.

What will the system and individual schools do with what this report continues to demonstrate? What kinds of intensive seminars ought we to expect would be held, at what levels, and how universally throughout the schools respecting the data presented in the new report? From our perspective as a task force it seems reasonable to expect the system and individual schools to undertake, on a continuing basis, the kinds of careful, thoughtful, respectful examination of their own individual circumstances and practices. Each such examination should start from three deeply grounded assumptions:

> Responsibility for unacceptable or inappropriate behavior is in fact conjoined in the persona of students and the performance of schools.
>
> Engendering true discipline comes through a learning process, not a conforming process mediated by a desire to avoid punishment.

> Any persistent disparity in outcome by racial class is itself an indicator that problems exist.

If individual schools engage in such reflective inquiry they will develop better understandings of how students and students' parents react to their studies, their treatment, and their lives in schools. What schools hear and what they learn can then be used to engender the kind of community of purpose which will not only lead to better discipline in the sense I have tried to articulate above but also to significantly higher levels of achievement.

There is a telling admission in the report's review of the literature. The review did not start, the writers say, "with the goal of searching for differences in behavior between students of different races" (p. 4); but following that statement are three paragraphs addressing who is disruptive in school and why, paragraphs which contain material that matches in explanatory fashion much of what I saw in the individual misbehavior events I was asked to review. Understandings about feelings of personal efficacy contradicted by experiences in school, frustration, deepening feelings of lowered academic self-concept, and the impact of culturally mediated variables lie at the heart of the recommendation offered above. These kinds of understandings need to be developed and internalized by school staffs and then translated into non-confrontative, mutually respectful interactions aimed at building capacities in students for genuine discipline through the formation of a sense of comity that creates even as it benefits the commons.

* * * * *

Re-reading all the above prior to printing it out to mail to Bob before leaving this morning for a seven-day training session out of the city, I realized that I may not have been as precise in formulating recommendations for the task force (or CPS) as may be needed. I do think, however, that this memo should give us a basis for conversation out of which a course of action may emerge.

COMMUNITYWIDE TASK FORCE

AGENDA - NOVEMBER 11, 1991

I. Minutes of October 7, 1991 Meeting

II. Dwight Hibbard - Buenger Report

III. Discipline

  A. Study and Statistics Report
  B. Gideonse Memo
  C. Lewis Memo

IV. Committee Reports

Superintendent's Committee on Bronson
Lillian Jones
Alternate Louise Spiegel

Study Committee - Student Discipline
Zakia McKinney
Alternates Hendrick Gideonse and Karla Irvine

Steering Committee - Low Achieving Schools
Carol Burrus, Pat Timm,
Lillian Jones, Pat Johnson Baker

Bronson Coordinating Committee
Duane Holm, Karla Irvine, Marian Spencer

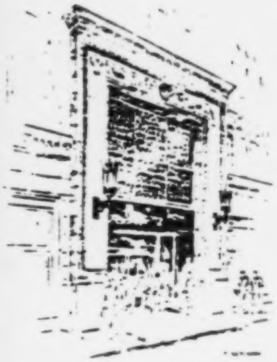
Ad Hoc Discipline Committee
Louise Spiegel, Pat Johnson Baker
Zakia McKinney

Discipline Steering Committee
Robert S Brown - No Report

V. New Business

VI. Motion to Adjourn

F-3-1



CINCINNATI PUBLIC SCHOOLS
Claude V. Courter
Education Center
230 East Ninth Street Cincinnati, Ohio 45202

November 20, 1991

Dear :

As explained in the attached document, the Cincinnati Public Schools district is seeking proposals for a comprehensive study of the causes of observed racial disparities in its student suspension statistics. The attachment presents information about study requirements and the procedures and timeline for submitting a proposal.

Your name has been submitted to me as a person who might have the qualifications to conduct such a study and who might be willing to do so. Thus, I am writing with the hope that you would be willing to submit a proposal for this study. At this point, we expect to receive approximately five proposals for our review and consideration.

Note that our established deadline for submitting proposals is December 13, 1991 and that we would expect the study to begin not later than February 1, 1992. Please feel free to call me at 513-369-4766 if you require additional factual information as you prepare a proposal. Thank you in advance for your consideration of this request.

Sincerely,

Jack L. Lewis, Ph.D.
Director
Alternative/Settlement Office

JLL:st

Att.

Telephone (1-513) 369-4000

F-3-2

CONSULTANTS WHO RECEIVED RFP FOR DISCIPLINE STUDY

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Box 501
Stockbridge, MA 01262

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Oakland, CA 94602

Dr. Charles B. Vergon
4117 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

Mr. Samuel E. Lynch
Lynch Brown and Associates, Inc.
6109 Webbland Place
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University of Kentucky
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Dr. Sarah Dowhower
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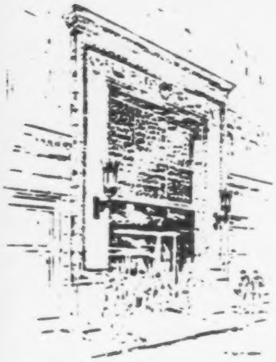

F-3-3

CINCINNATI PUBLIC SCHOOLS

Claude V. Courter
Education Center

230 East Ninth Street Cincinnati, Ohio 45202

REQUEST FOR PROPOSALS

The City School District of the City of Cincinnati, Ohio, seeks proposals from individuals/organizations willing to conduct a comprehensive study of student suspension procedures and statistics. This study must be designed to identify causes of observed racial disparities in the district's statistics on student suspensions, and results of the study will be presented to Judge Walter H. Rice in partial fulfillment of the Federal District Court's ruling of June 26, 1991. Recommendations emanating from this study will be reviewed by school district officials who will begin implementation of these recommended actions as feasible with the opening of the 1991-92 school year.

Presented in this document is some background information about the Cincinnati Public Schools and its need for such a study. Also included are general instructions for responding to this request and information about the procedures that will be used in making a selection of the successful proposal. Enclosed with this document are copies of the 1984 Bronson Settlement Agreement, the court's ruling of June 26, 1991, recent reports by district staff on student suspension statistics for the 1990-91 school year, and a handbook of the discipline code that has been distributed to students and parents.

Telephone (1-513) 369-4000

Background Information

In 1984, the Cincinnati Board of Education entered into an agreement (termed the Bronson Settlement Agreement) with the National Association for the Advancement of Colored People as a settlement of a ten year old suit. This agreement was codified by a Federal District Court as a consent decree which was to remain in effect for a period of seven years. Included in the Consent Decree was a provision that it would be dissolved if the Court found compliance with the ten major terms of the agreement and that the Court could retain jurisdiction and order additional steps if it did not find compliance.

In its ruling of June 1991, the Court found compliance with most of the provisions of the Consent Decree, but it did not find compliance with the section on student discipline. Noting that the district's statistics indicated disparate rates of suspensions for black and white students, the Court retained jurisdiction for at least two more years. The ruling required two additional reviews of discipline policies with participation by the plaintiffs and stated that the parties must determine causes of the observed statistical disparities.

Student enrollment in the Cincinnati Public Schools is approximately 51,000 at the present time. Approximately 63% of the enrolled students are black, 36% are white, and 1% are Asian, American Indian, or Hispanic. During the 1990-91 school year, a total of 11,691 suspensions were assigned to students due to violations of the discipline code.

MAJOR PURPOSES OF THE STUDY

This study must provide answers to these two questions.

1. What are the major factors that contribute to the current level of racial disparity observed in the district's suspension statistics?

2. What actions should the Cincinnati Public Schools undertake to reduce or eliminate racial disparities in suspension rates?

Appended to this document (pp. 6 and 7) are additional questions which have been submitted by interested individuals. This list of questions has been included primarily to inform proposal writers of concerns held locally by people who have been working with and monitoring student discipline procedures and statistics for a period of seven years. It is expected, though, that the proposed study design would address at least some of these questions as activities are planned to answer the two major questions from above. It is expected as well that proposal writers will draw heavily from their own professional experiences and expertise and suggest other areas for indepth study and examinations as needed to address the two major questions without feeling confined to the attached list of questions.

TIMELINE OF KEY STUDY EVENTS

Date	Event	Responsible Individual/Party
December 6, 1991	Submission of Letter of Interest and Brief Overview of Study Plan	Proposal Writers
December 13, 1991	Submission of Study Plan According to RFP Specifications	Proposal Writers
December 18-20, 1991	Personal interviews in Cincinnati with selected Proposal Writers based upon preliminary review of Study Plan	Parties to the Agreement
January 10, 1992	Selection of Study Consultant	Parties to the Agreement
January 24, 1992	Completion of any necessary additions/revisions to Study Plan	Study Consultant
January 27, 1992	Implementation of Approved Study Plan	Study Consultant
May 29, 1992	Submission of Study Report	Study Consultant

INSTRUCTIONS FOR RESPONDING TO THIS RFP

1. By December 6, 1991, individuals interested in being considered as a potential study consultant should submit the following items:

   a. A letter indicating an interest in the study and the intent to submit a proposed study plan.

   b. A brief overview of the study plan that will be submitted. (A one-page overview is adequate.)

   c. A personal resume.

   These items should be submitted directly to:

   Dr. Jack L. Lewis, Director
   Cincinnati Public Schools
   230 East Ninth Street
   Cincinnati, OH 45202

2. By December 13, 1991, proposed study plans containing at a minimum the elements described below should be submitted to Dr. Lewis at the address shown immediately above.

   Required elements of the study plan are as follows. (Proposal writers may go beyond these specifications as needed to fully describe their preferred plan of action.)

   a. A listing and a description of the key activities that would be conducted during the course of the study. The description should include an explanation of the data that would be collected or generated by each activity, procedures for collecting or generating these data, procedures for data analysis, and the potential usefulness of results from each activity.

   b. A tentative timeline for beginning and completing each key study activity.

   c. A brief description of the assistance (if any) that would be required from the school system or from other parties to the Agreement that might be required for proper completion of each activity.

   d. Summary of professional experiences in the area of student discipline in schools that might be helpful in the planning and implementation of this study.

e. A recommended budget for the study which includes at a minimum the consultant stipend, expected stipends for other individuals who might be required to assist with completion of the study, expected travel, lodging, and per diem expenses for consultant and assistants, expected costs for supplies or other resources which might be required, a figure for other expected costs, and a total expected cost for completion of the study by the deadline date of May 30, 1992.

PROCEDURES FOR REVIEW OF PROPOSALS

Proposals submitted by the deadline date will be reviewed by a team of individuals representing the parties to the Agreement. Major review criteria will include quality of the study plan, professional background and related experiences of the consultant, and reasonableness of the proposed study budget.

Proposal writers passing the initial review may be invited for a personal interview in Cincinnati to discuss the study plan in more detail.

QUESTIONS FOR POSSIBLE CONSIDERATION IN THE RACIAL DISPARITY STUDY

Questions Relating to the Code of Student Discipline

What procedures were used by CPS in developing its Code of Student Discipline?

Were parents and students involved in the development of the Code?

How do the CPS procedures compare with procedures used in other districts with similar characteristics?

How do the provisions of the CPS code compare with those of the codes of other school districts with similar characteristics?

Are the provisions relating to offenses specific enough to give adequate direction to the teachers and other staff members responsible for enforcing the code?

Do the provisions adequately delineate the differences between certain types of offenses, e.g. unruly conduct and disorderly conduct?

What processes are provided for implementation of the code and for appeal of disciplinary action?

How do these processes compare with those in other school districts with similar characteristics?

How much discretion is vested in individual teachers in determining whether the code has been violated?

What are the appeal processes or other checks on the abuse of discretion?

Questions Relating to Implementation of the Code

Does the available evidence suggest inconsistent application of the Code between schools?

Questions for Statistical Analysis and Other Forms of Assessment

What particular provisions of the Code are more responsible than others for racial disparities in student suspension rates?

Do disparities occur most frequently with respect to offenses that are less well defined? Less serious?

What accounts for the fact that overall rates of suspensions vary greatly from school to school, even for schools with similar demographic profiles? Are there differences in the leadership styles of principals, the learning environment in the school, the degree of communication between school officials, teachers and parents or other factors that may account for differing results?

Are racial disparities in rates of suspensions accounted for in significant part by differences in socio-economic status of black and white students?

Do racial disparities vary by grade level? To the extent that they do, are there factors, e.g., racial disparities in dropout rates that could account in whole or in part for these variations?

What impact has the use of discipline alternatives such as in-school suspensions had on the overall rate of out-of-school suspensions and on racial disparities?

What resources and support are used for staff development programs to improve the capability of staff in dealing with discipline issues? How do these resources compare in quality and quantity with those used in other districts?

Attitude Questions

Are there differences along racial lines in school staff's views toward specific behaviors and misconduct by students of specific racial groups?

Do teachers, administrators and other staff believe that reducing the racial disparities in discipline would require ignoring inappropriate student behavior or that it could be accomplished by preventive measures that would lessen the occurrence of inappropriate behavior?

Do teachers, administrators and other staff view reductions in disparities as an achievable goal?

What actions should CPS undertake to reduce or eliminate racial disparities in suspension rates?

What changes, if any, should be made in CPS policies and procedures?

What types of staff training programs might be helpful in reducing or eliminating disparities?

What changes should be made in the implementation of policies?

What changes, if any, should be made in communications between administrators, staff, parents, and students?

What changes should be made in the analysis and reporting of suspension data for the purpose of identifying and analyzing racial disparities?

JLL:st
11/19/91

FINAL REPORT
Cincinnati Public Schools
Disciplinary Pilot Project

August 1, 1991

Bernard M. Barbadora, Ph. D.

Planning, Research and Evaluation Branch

Nondiscrimination Statement

The Cincinnati Public Schools provides equal educational and employment opportunities for all people without regard to race, color, national origin, religion, gender or handicap. For additional information, contact the Title IX Coordinator or Section 504 Coordinator at 369-4000.

FINAL REPORT *
DISCIPLINARY PILOT PROJECT

Introduction

The Discipline Pilot Project was implemented in one school - Peoples Middle School - in the fourth quarter of the 1989-90 school year. The purpose of the discipline pilot was to provide an effective learning and teaching climate by addressing discipline through a systematic and comprehensive plan in selected schools in 1990-91.

In August 1990, 22 additional schools became part of the Discipline Pilot Project. Four of the additional schools are middle/junior high schools, and the remaining 18 are elementary schools. With in-service for and involvement of the entire staff, each school developed a Discipline Action Plan in August and implemented it at the beginning of the 1990-91 school year.

The following project outcomes, were identified as measures of success to achieve by the end of the 1990-91 school year:

1. Reduce suspensions
2. Reduce expulsions
3. Increase attendance
4. Improve perception by staff of school discipline and climate
5. Improve student and parent perceptions of school climate and discipline
6. Increase number of students who follow school rules and reduction of disruptive student behavior and rule infractions
7. Improve student achievement

These seven outcomes are examined in this evaluation report along with a comparison to interim evaluation results obtained during the first quarter of the 1990-91 school year.

The report is divided into seven sections. Section I is an executive summary. The remaining six sections contain data on the 23 schools in the Discipline Pilot Project. In Section II are data on suspensions and expulsions. In Section III are data on student attendance. In Section IV are data from the Discipline Project Survey of teachers and administrators to assess the perception of school discipline and climate. Section V contains school information system survey data of students and parents. Section VI contains data to assess the sixth outcome, which involves school rules, disruptive behavior and rule infractions. Section VII shows California Achievement Test results for the 23 project schools.

Staff Contributing To This Report:

Ms. Deborah Bruce - Section 4
Ms. Irene Fricke - Section 6
Ms. Jean Kareth - Section 5
Dr. Joseph Timmons- Sections 1, 2, 3

SECTION I
Executive Summary
Discipline Pilot Project

Salient findings from the evaluations of the Discipline Pilot Project consisting of 23 elementary and middle/junior schools are presented under each of the seven project objectives. The project was implemented in August, 1990 and ran for the 1990-91 school year.

1. Reduction of Suspensions (Section II of Report)

   As a group the 23 schools in the Discipline Pilot Project showed an increase in the number of suspensions even though the 18 elementary schools as a group showed a significant drop. (Table 1)

   Areas 1 and 2 had significant increases in the number of suspensions. (Table 4)

   As a group, the 11 schools in Area 3 showed significant decreases in the number of suspensions, especially at Peoples Middle School, Windsor and Anderson Place Elementary School. (Table 5)

2. Reduction of Expulsions (Section II of Report)

   As a group, expulsions in the 23 pilot schools increased by 70 (from 110 to 180), which was consistent with that of the school district. (Table 2)

   Area 1 had the smallest increase in the number of expulsions (1).

3. Increased Attendance (Section III of Report)

   Overall, student attendance in the 23 Discipline Project Schools slightly improved, (.1%), while systemwide attendance remained the same. Elementary schools, with few exceptions, recorded increases in attendance.

   Areas 2 and 3 recorded slight increases in attendance and Area 1 had a slight decrease. (Table 1, 2, 3)

   Peoples and South Avondale had strong increases in attendance, while Gamble, Merry and Roosevelt had significant decreases. (Table 1, 2, 3)

4. Improved Perception by Staff of School Discipline and Climate (Section IV of Report)

   In general, administrators and teachers responded favorably to a 21 item climate and discipline survey. (Table 1)

Administrators gave higher overall ratings than teachers and administrators´ ratings improved from January (when survey was first administered) while teacher ratings declined.

Elementary school teachers/administrators´ combined perceptions were more favorable than junior/middle schools. For both levels perceptions were more negative than in January, 1991 when the survey was first administered.

5. Improve Student and Parent Perception of School Climate and Discipline (Section V of Report)

In each of the three areas examined by School Information System (SIS) surveys--school climate, parent involvement and school discipline--results were less positive this year than last.

Anderson Place and Peoples had positive student survey results in the areas of parent involvement and school discipline. North Fairmount´s results in these same areas were negative.

Parent survey results were positive at Anderson Place, McKinley, Merry and Gamble in one or more areas of the survey. Roosevelt, Winton Place, and North Fairmount had negative perceptions in one or more of the three critical areas of the survey—school climate, parent involvement and school discipline.

6. Increase of Number of Students Who Follow School Rules and Reduction of Disruptive Student Behavior and Rule Infractions (Section VI of Report)

For all 23 schools the average responses to the items concerning student behavior and school rules increased from 90 to 91%.

The average percent of positive responses to the elementary schools´ checklist items increased from 93% to 95% positive.

For the five middle/junior high schools the average responses given to the schools´ discipline checklists decreased from 81% to 76% positive ratings.

7. Improve Student Achievement (Section VII of Report)

Overall, reading achievement improved from 1989-90 in the Discipline Project schools. Gains were clearly in evidence at the elementary level and at Peoples Middle School.

Overall Analysis

Results for the 1990-91 Discipline Project were mixed. Though suspensions and expulsions increased student attendance improved. Peoples, the middle school with the longest involvement with the project had positive results in many areas. Discipline survey results, though positive in absolute terms, were negative in terms of the amount of change from an earlier administration using the same survey. SIS survey results on key items were negative, while results of a behavior checklist improved as well as student achievement results.

Recommendations

- Because of the mixed results, projected activities should move forward but with caution.
- Those schools doing extremely well (e.g., Peoples, Anderson Place) as well as those schools not doing as well should be studied more carefully during the 1991-92 school year to try and ascertain causes and descrepant results.
- Based on the positive results at Peoples Middle School, it appears that before many positive results are in evidence, schools should be associated with the project for more than one year.
- Because some of the goals and objectives have not been achieved, it is recommended that the existing seven goals/objectives be continued.
- Suspension and expulsion are still critical areas that need to be addressed and improved upon.

SECTION II
Summary Analysis
Twenty-Three Discipline Project Schools
(Suspensions/Expulsions)

- Overall, Discipline Project schools showed an increase in the number of suspensions, with elementary school suspensions showing a drop (suspensions systemwide increased by 4.1%)

- Expulsions in the 23 Discipline Project schools increased by 70 with a significant increase in the junior/middle schools (expulsions systemwide also increased at about the same rate)

- Area I had the largest increase in suspensions while Area II had the largest increase in expulsions. Note that these areas are effected more negatively because they have fewer elementary schools in their areas—level traditionally with fewer suspensions and expulsions.

- In Area 1, Dater showed increases in suspensions and expulsions while Midway showed decreases from last year.

- For Area 2, Schwab and Chase had increases in both suspensions and expulsions while Winton Place showed decreases.

- Overall, Area 3 showed significant decreases, especially at Peoples, Windsor and Anderson Place as well as for all of Area 3 in suspensions. It should be noted that Peoples Middle School was the only junior/middle school among the Discipline Project schools to show a decline in suspensions. Merry Middle School showed the greatest increase in expulsions from last year, while all remaining elementary schools (except Windsor) showed declines.

Table 1. Suspensions in Discipline Project Schools, by Level 1989-90 and 1990-91.

Level	1989-90	1990-91	Change 1989-90 to 1990-91
Jr. High/Middle Schools	2,172	2,492	+320
Elementary Schools	1,640	1,469	-171
Total	3,812	3,961	+149

Table 1 shows total suspensions in Discipline Project Schools for 1989-90 and 1990-91, by level. Total suspensions in these schools increased by 149, from 3,812 last year to 3,961 this year. Elementary school suspensions decreased by 171 while junior high/middle schools showed an increase of 320 this year when compared with last year.

Table 2. Expulsions in Discipline Project Schools, by Level 1989-90 and 1990-91.

Level	1989-90	1990-91	Change 1989-90 to 1990-91
Jr. High/Middle Schools	80	133	+53
Elementary Schools	30	47	+17
Total	110	180	+70

Table 2 shows total expulsions in Discipline Project Schools for 1989-90 and 1990-91, by level. Total expulsions in these schools increased from 110 to 180 this year. Expulsions increased in both junior high/middle schools and in elementary schools. The number of expulsions increased by 53, from 80 last year to 133 this year in the junior high/middle schools, and increased by 17, from 30 last year to 47 this year in elementary schools.

Table 3. Suspensions and Expulsions in Area 1, Discipline Project Schools, 1989-90 and 1990-91.

School	1989-90		1990-91		Change 1989-90 to 1990-91	
	Suspensions	Expulsions	Suspensions	Expulsions	Suspensions	Expulsions
Dater	577	16	762	26	+185	+10
Gamble	474	20	536	15	+62	-5
Subtotal Jr. High/ Middle Schools	1,051	36	1,298	41	+247	+5
Central Fairmount	57	0	111	1	+54	+1
Midway	27	0	23	0	-4	0
Roberts	194	6	220	1	+26	-5
Subtotal Elementary Schools	278	6	354	2	+76	-4
Total Area 1	1,329	42	1,652	43	+323	+1

Table 3 shows suspensions and expulsions for Discipline Project Schools in Area 1 for the last two years. The total suspensions for Area 1 schools increased by 323, from 1,329 last year to 1,652 this year. Suspensions increased at both the junior high/middle school level and the elementary level. Total expulsions in Area 1 showed little change, increasing by one, from 42 last year to 43 this year. Expulsions in junior high/middle schools increased by 5 this year, but decreased by 4 in elementary schools.

Table 4. Suspensions and Expulsions in Area 2, Discipline Project Schools, 1989-90 and 1990-91.

School	1989-90 Suspensions	1989-90 Expulsions	1990-91 Suspensions	1990-91 Expulsions	Change 1989-90 to 1990-91 Suspensions	Change 1989-90 to 1990-91 Expulsions
Schwab	421	18	462	40	+41	+22
Subtotal Jr. High/ Middle Schools	421	18	462	40	+41	+22
Bond Hills	42	0	37	2	-5	+2
Chase	279	12	431	21	+152	+9
Clifton	57	0	15	3	-42	+3
Mt. Airy	18	1	57	5	+39	+4
Pleasant Hill	106	0	145	4	+39	+4
Winton Place	50	0	35	0	-15	0
Subtotal Elementary Schools	552	13	720	35	+168	+22
Total Area 2	973	31	1,182	75	+209	+44

Table 4 shows suspensions and expulsions for Discipline Project Schools in Area 2 for the last two years. Total suspensions for Area 2 schools increased by 209, from 973 last year to 1,182 this year. Suspensions increased at both the junior high/middle school level and the elementary level. Total expulsions in Area 2 increased by 44, from 31 last year to 75 this year. Expulsions increased at both the junior high/middle school level and the elementary level.

Table 5. Suspensions and Expulsions in Area 3, Discipline Project Schools, 1989-90 and 1990-91.

School	1989-90 Suspensions	1989-90 Expulsions	1990-91 Suspensions	1990-91 Expulsions	Change 1989-90 to 1990-91 Suspensions	Change 1989-90 to 1990-91 Expulsions
Merry	441	10	649	31	+208	+21
Peoples	259	16	83	21	-176	+5
Subtotal Jr. High/ Middle Schools	700	26	732	52	+32	+26
Anderson Place	160	0	17	0	-143	0
Eastern Hills	228	6	172	4	-56	-2
Hyde Park	3	1	36	0	+33	-1
McKinley	3	0	0	0	-3	0
Parham	18	1	41	0	+23	-1
Rockdale	0	0	31	0	+31	0
Roosevelt	64	2	46	1	-18	-1
South Avondale	39	1	22	1	-17	0
Windsor	295	0	30	4	-265	+4
Subtotal Elementary Schools	810	11	395	10	-415	-1
Total Area 3	1,510	37	1,127	62	-383	+25

Table 5 shows suspensions and expulsions for Discipline Project Schools in Area 3 for 1989-90 and 1990-91. Total suspensions for Area 3 schools showed a very big decrease, dropping from 1,510 last year to 1,127 this year, a decline of 383. This decline is primarily accounted for by very significant declines in three schools: Peoples, Anderson Place and Windsor. It should be noted that Peoples Middle School was the only junior high/middle school among the Discipline Project Schools to show a decline in suspensions. In contrast to the big improvement in suspensions, total expulsions in Area 3 increased by 25, from 37 last year to 62 this year. Junior high/middle school expulsions increased by 26. Elementary school expulsions changed little, dropping from 11 last year to 10 this year.

SECTION III
Summary Analysis
Twenty-Three Discipline Project Schools
(Student Attendance)

- Overall, student attendance at the Discipline Project schools improved from last year by approximately .1% (attendance systemwide remained the same).

- Elementary schools had increases over last year, while junior/middle schools had significant decreases (systemwide, elementary schools increased by .4%, while junior/middle schools decreased by .8%).

- Areas 2 and 3 showed increases, while Area 1 had a decline.

- Gamble in Area 1 showed a significant decrease in student attendance, while Central Fairmount, Midway and Roberts had a strong increase.

- For Area 2, Pleasant Hill, Winton Place, Chase and Clifton all recorded substantial gains from last year while attendance rates at Schwab remained the same as last year.

- For Area 3, Peoples, South Avondale and Anderson Place had strong increases while Merry had a significant decrease.

Student Attendance For Discipline Project Schools

Table 1. Attendance for Discipline Project Schools, by Level, 1989-90 and 1990-91.

Level	1989-90	1990-91	1989-90 to 1990-91 Change
Jr. High/Middle Schools	86.2%	85.1%	-1.1
Elementary Schools	91.5	91.8	+0.3
Total	90.2	90.3	+0.1

Table 1 shows attendance rates by level for Discipline Project Schools. The total attendance for all the schools improved a small amount, from 90.2% last year to 90.3% this year. The junior high/middle school attendance declined by 1.1 percentage points. The attendance rate among elementary schools improved from 91.5% last year to 91.8% this year.

Table 2. Attendance for Discipline Project Schools by Area 1989-90 and 1990-91.

Area	1989-90	1990-91	1989-90 to 1990-91 Change
Area 1	89.8%	89.4%	-0.4
Area 2	90.7	90.9	+0.2
Area 3	90.0	90.2	+0.2
Total	90.2	90.3	+0.1

Table 2 shows the average attendance rates for Discipline Project Schools by area. The only area to show a decline in attendance rate was Area 1. The improvements for Areas 2 and 3 counterbalanced the decline in Area 1 to bring about the small improvement in the total attendance rate. It should be noted that the lower attendance rates for Area 1, as compared to Areas 2 and 3, is brought about primarily by the greater proportion of junior high/middle school students included in Area 1.

Table 3. Attendance for Discipline Project Schools in Area 1, 1989-90 and 1990-91.

School	1989-90	1990-91	1989-90 to 1990-91 Change
Dater	86.2%	85.4%	-0.8
Gamble	89.9	86.0	-3.9
Subtotal Jr. High/ Middle Schools	87.7	85.6	-2.1
Central Fairmount	90.9	91.8	+0.9
Midway	93.8	94.4	+0.6
Roberts	89.9	90.5	+0.6
Subtotal Elementary Schools	91.4	92.1	+0.7
Total Area 1	89.8	89.4	-0.4

Table 3 shows attendance rates for Area 1 Discipline Project Schools. Overall the average attendance rate for Area 1 schools declined from 89.8 last year to 89.4 this year. However, all the elementary schools in Area 1 showed improved attendance rates. The total junior high/middle school rate declined by 2.1 percentage points.

Table 4. Attendance for Discipline Project Schools in Area 2, 1989-90 and 1990-91.

School	1989-90	1990-91	1989-90 to 1990-91 Change
Schwab	86.0%	85.9%	-0.1
Subtotal Jr. High Middle Schools	86.0	85.9	-0.1
Bond Hill	94.5	94.6	+0.1
Chase	89.8	88.2	-1.6
Clifton	94.7	95.3	+0.6
Mt. Airy	91.5	91.9	+0.4
Pleasant Hill	92.2	92.9	+0.7
Winton Place	87.5	88.2	+0.7
Subtotal Elementary Schools	91.5	91.6	+0.1
Total Area 2	90.7	90.9	+0.2

Table 4 shows attendance rates for Area 2 Discipline Project Schools. Overall Area 2 schools improved from 90.7% last year to 90.9% this year. While elementary schools improved by 0.1 percentage points, junior high/middle schools declined by 0.1 percentage points. Five of the six elementary schools showed improved attendance rates.

Table 5. Attendance for Discipline Project Schools in Area 3, 1989-90 and 1990-91.

School	1989-90	1990-91	1989-90 to 1990-91 Change
Merry	85.8%	81.5%	-4.3
Peoples	83.3	86.5	+3.2
Subtotal Jr. High/ Middle Schools	84.5	84.1	-0.4
Anderson Place	91.0	92.6	+1.6
Eastern Hills	91.1	90.8	-0.3
Hyde Park	94.4	94.9	+0.5
McKinley	91.3	92.8	+1.5
Parham	91.0	91.2	+0.2
Rockdale	91.9	91.0	-0.9
Roosevelt	92.5	90.1	-2.4
South Avondale	92.1	94.3	+2.2
Windsor	89.4	91.3	+1.9
Subtotal Elementary Schools	91.5	91.9	+0.4
Total Area 3	90.0	90.2	+0.2

Table 5 shows attendance rates for Area 3 Discipline Project Schools. Overall Area 3 schools improved from 90.0% in 1989-90 to 90.2% in 1990-91. Junior high/middle schools showed a decline, but elementary schools improved. The most significant improvement was at Peoples Middle School where the attendance rate improved by 3.2 percentage points. Six of the nine elementary schools showed improved attendance rates.

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SECTION IV
Summary Analysis
Twenty-three Discipline Project Schools
(Discipline Project Survey)

- In general, administrators and teachers responded favorably on a recent survey to school discipline, climate and achievement related items

- Administrators gave higher overall ratings than teachers on the 21 item survey and on each of the three sub-scales of discipline, climate and achievement both in January and May.

- Teacher responses to five key discipline items showed decreases on all five items from January, while for administrators, increases were recorded on four out of five.

  Elementary schools had much more favorable responses to five key discipline items than did the middle schools. January to May comparisons showed elementary and middle school ratings more negative in May with four out of five items receiving a strong negative rating at the middle school level.

- Overall, teacher and administrator May survey results show that respondents see improvement resulting from implementation of the Discipline Project in their schools this year, although somewhat less than in January.

Survey of Discipline Project Schools: January 1991 vs May 1991

A 21-item survey was administered to teachers and administrators at the 23 Discipline Project schools in January and May. A total of 714 surveys were received in January. This represents a response rate of about 84 percent. Surveys were received from 681 teachers and 33 administrators. In May, 739 surveys were received representing a response rate of 98%. In May, 702 teachers and 37 administrators returned completed surveys. All responses were made on a 5-point scale from 1=poor to 5=excellent.

Comparisons between Administrators and Teachers

In general, both administrators and teachers responded somewhat favorably to the survey items. The mean score of administrators on the 21-item scale was 3.86 in January and 3.78 in May. The mean score of teachers was 3.53 in January and 3.37 in May. Most of these averages are above the midpoint of the response scale, indicating respondents rated these items more toward the "excellent" end of the scale. Administrators had higher overall ratings than teachers on the 21-item survey as a whole and on each of the three subscales (i.e., discipline, organization, and achievement) both in January and in May.

Results for Key Evaluation Items

Five of the 21 items on the survey specifically addressed discipline issues and are critical in evaluating outcomes of the new program. Table 1 lists these five items and shows the percent of individuals responding to the survey in January and in May who gave a response that was at or above the midpoint of the scale for each item. As can be seen, the ratings of a majority of respondents were at or above the midpoint on each of these key items in both January and May. The relatively more favorable responses of administrators is visible here, as well. The table also shows that while the percent of respondents at or above the midpoint increased on four of the five items for administrators, the responses of teachers showed decreases on all five key items.

Table 1. Percent of Individuals Responding At or Above the Midpoint of the Scale, by Job, January vs May.

	Percent of Responses At or Above the Midpoint					
	Administrators		Teachers		All	
Survey Item	Jan (N=33)	May (N=37)	Jan (N=681)	May (N=702)	Jan (N=714)	May (N=739)
1. Effectiveness of disciplinary procedures in our school.	90.9%	97.3%	73.8%	62.8%	74.6%	64.5%
4. Behavior of students in our school.	81.8	83.8	64.3	53.1	65.1	54.6
6. Students are free from physical threats in our school.	90.9	91.7	71.5	68.8	72.4	69.9
12. Extent of change/improvement during this year.	90.9	88.9	78.6	68.0	79.1	69.1
18. Degree to which my school monitors student progress.	93.9	94.6	90.5	89.0	90.6	89.3

Note: Ratings were made on a 5-point scale ranging from 1=poor to 5=excellent.

Table 2 shows the percent of schools for which mean ratings on each of the five key evaluation items were at or above the midpoint of the response scale in January and in May. As can be seen, the mean ratings for a majority of the elementary schools were at or above the midpoint for most of these items. In fact, 12 of the 18 elementary schools had mean ratings above the midpoint on all five key items in January; and 7 had mean ratings above the midpoint on all five items in May. It is obvious, though, that responses to these key items were not as positive in May as they were in January.

Table 2. Percent of Schools with Mean Ratings At or Above the Midpoint of the Scale, by Level, January vs May.

	Percent of Schools At or Above the Midpoint			
	Elementary Schools (N=18)		Middle Schools (N=5)	
Survey Item	Jan	May	Jan	May
1. Effectiveness of disciplinary procedures in our school.	83.3%	61.1%	0%	0%
4. Behavior of students in our school.	66.7%	38.9%	0%	0%
6. Students are free from physical threats in our school.	88.9%	61.1%	0%	0%
12. Extent of change/improvement during this year.	94.4%	72.2%	20.0%	0%
18. Degree to which my school monitors student progress.	100%	94.4%	40.0%	100%

Note: Ratings were made on a 5-point scale ranging from 1=poor to 5=excellent.

A different picture emerged for the five middle schools participating in the Discipline project. No middle school had a mean rating above 3.0 on the first three key items in January and on the first four items in May. Despite this, all five middle schools had mean scores above the midpoint in May on the fifth item.

Responses to many of the items were somewhat less positive in May than in January. This was particularly true for elementary school teachers. It is likely that this change is due in part to the time of year when the second survey was administered. Late May is when end-of-year demands are high. Teachers and administrators working under such pressures may have less positive outlooks on school and life in general. That respondents rated fairly stable elements, such as the appearance of their school's interiors, less positive in May suggests that all changes may be due both to year-end factors and to respondents' perceptions of discipline-related factors in their schools.

The negative change for three or more of the five key discipline items was statistically significant for several schools: Anderson Place, Windsor, Eastern Hills, and Chase. Two schools had statistically significant losses for two of the five key items: Roberts and Rockdale. The implementation and functioning of the Discipline Project at these schools might warrant investigation so that changes might be made in the coming fall to preclude any further declines.

Despite the overall trend toward less positive responses, two schools did show slight (though nonsignificant) improvement in May on the mean of the 21-item survey: Winton Place and Dater. The mean responses of five schools were slightly higher in May to the item assessing improvement during the current school year (item 12): Parham, McKinley, Winton Place, Merry, and Dater. Finally, the mean responses of three schools were slightly higher in May to the item assessing their students' behavior in school (item 4): Parham, McKinley, and Gamble. Something might be learned by looking closer at these schools to determine what distinguishes them from the schools listed above.

Overall, the results show that respondents see improvement resulting from implementation of the Discipline Project in their schools this year, although somewhat less is seen now. While only 8 percent said improvement was poor in January, 14 percent said it was poor in May. This finding, in combination with the lower ratings on item 4 (Behavior of students), indicates that there is room for improvement. Responses from middle schools were lower than those from elementary schools in January and showed no improvement in May. The more favorable responses from elementary school teachers in January were moderated somewhat in May. Continued efforts will be needed in the fall to maintain the positive outcomes evidenced this year. Additional work will be needed to make the Discipline Project more effective in meeting its goals.

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES OF ALL ADMINISTRATORS -- BY LEVEL

	ELEMENTARY			MIDDLE			TOTAL		
	JAN	MAY	CHANGE	JAN	MAY	CHANGE	JAN	MAY	CHANGE
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	3.84	-.16	2.91	3.50	+.59	3.64	3.73	+.09
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.36	4.12	-.24	3.55	3.92	+.37	4.09	4.05	-.04
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.09	3.92	-.17	3.36	3.67	+.31	3.85	3.84	-.01
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.77	3.36	-.41	2.55	2.83	+.28	3.36	3.19	-.17
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.50	4.32	-.18	3.80	4.33	+.53	4.28	4.32	+.04
6. STUDENTS FREE FROM PHYSICAL THREATS	4.09	3.88	-.21	3.45	3.50	+.05	3.88	3.75	-.13
7. APPEARANCE OF BUILDING'S INTERIOR	4.50	3.96	-.54	4.27	3.67	-.06	4.42	3.86	-.56
8. HALLWAYS FREE OF LITTER	4.73	4.20	-.53	3.55	3.92	+.37	4.33	4.11	-.22
9. TEACHERS' ATTITUDES TO KIDS ARE POS	3.77	3.92	+.15	3.27	3.42	+.27	3.61	3.76	+.15
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.18	3.80	-.38	3.09	3.08	-.01	3.62	3.57	-.12
11. SUPPORT FROM AREA STAFF	3.77	3.32	-.45	3.18	3.17	-.01	3.58	3.27	-.31
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.05	3.71	-.34	3.18	3.58	+.40	3.76	3.67	-.09
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.14	3.17	+.03	3.00	3.17	+.17	3.09	3.17	+.08
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.77	3.92	+.15	3.09	3.25	+.16	3.55	3.70	+.15
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.36	4.12	-.24	3.64	4.00	+.36	4.12	4.08	-.04
16. TEACHERS INVOLVE ALL STUDENTS	3.73	3.72	-.01	3.00	3.58	+.58	3.48	3.68	+.20
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.32	3.84	-.48	3.09	3.73	+.64	3.91	3.81	-.10
18. SCHOOL MONITORS STUDENT PROGRESS	4.09	3.96	-.13	3.45	3.92	+.47	3.88	3.95	+.07
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.18	3.84	-.34	3.18	3.75	+.57	3.85	3.81	-.04
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.95	3.60	-.35	3.55	3.42	-.13	3.81	3.54	-.27
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.86	4.42	-.44	4.45	4.42	-.03	4.73	4.42	-.31
MEAN OF ALL 21 ITEMS	4.10	3.85	-.25	3.36	3.61	+.25	3.86	3.78	-.08
DISCIPLINE ITEMS 1-6									
MEAN	4.14	3.91	-.23	3.26	3.62	+.36	3.85	3.82	-.03
NUMBER	22	25		11	12		33	37	
ORGANIZATION ITEMS 7-12									
MEAN	4.17	3.82	-.35	3.42	3.47	+.05	3.92	3.70	-.22
NUMBER	22	25		11	12		33	37	
ACHIEVEMENT ITEMS 13-21									
MEAN	4.04	3.84	-.20	3.38	3.70	+.32	3.82	3.80	.02
NUMBER	22	25		11	12		33	37	

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES OF ALL TEACHERS -- BY LEVEL

	ELEMENTARY			MIDDLE			TOTAL		
	JAN	MAY	CHANGE	JAN	MAY	CHANGE	JAN	MAY	CHANGE
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES...	3.47	3.08	-.39	2.29	2.23	-.06	3.09	2.83	-.26
2. CLARITY OF DISCIP. RULES AND PROCEDURES..	3.94	3.76	-.18	2.97	2.89	-.08	3.64	3.50	-.14
3. CLARITY OF SCHOOLWIDE CONSEQUENCES.......	3.49	3.19	-.30	2.37	2.42	+.05	3.14	2.96	-.18
4. STUDENT BEHAVIOR IN OUR SCHOOL...........	3.13	2.74	-.39	1.97	1.96	-.01	2.77	2.51	-.26
5. ADMINIST. HELP WITH DISCIP. PROBLEMS.....	3.90	3.61	-.29	2.87	2.89	+.02	3.58	3.40	-.18
6. STUDENTS FREE FROM PHYSICAL THREATS......	3.54	3.24	-.30	2.45	2.55	+.10	3.19	3.04	-.15
7. APPEARANCE OF BUILDING'S INTERIOR........	3.97	3.74	-.23	3.50	3.33	-.17	3.82	3.62	-.20
8. HALLWAYS FREE OF LITTER..................	4.17	3.90	-.27	3.24	3.19	-.05	3.88	3.69	-.19
9. TEACHERS' ATTITUDES TO KIDS ARE POS......	3.97	3.81	-.16	3.12	3.20	+.08	3.70	3.63	-.07
10. TEACHERS WORK TOGETHER ON DISC. PLAN....	4.15	3.90	-.25	3.19	3.16	-.03	3.85	3.66	-.19
11. SUPPORT FROM AREA STAFF.................	3.36	2.99	-.37	2.76	2.70	-.06	3.17	2.91	-.26
12. EXTENT OF CHANGE DURING CURRENT YEAR....	3.61	3.22	-.39	2.46	2.44	-.02	3.25	2.99	-.26
13. ACADEMIC ACHIEVEMENT OF STUDENTS........	3.23	3.25	+.02	2.63	2.75	+.12	3.04	3.11	+.07
14. TEACHERS HIGH EXPECTATIONS FOR KIDS.....	3.93	3.83	-.10	3.25	3.24	-.01	3.72	3.66	-.06
15. COMMITMENT TO INSTRUCT. IMPROVEMENT.....	4.27	4.07	-.20	3.51	3.33	-.18	4.03	3.85	-.18
16. TEACHERS INVOLVE ALL STUDENTS...........	4.06	3.94	-.12	3.44	3.42	-.02	3.86	3.79	-.07
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL.	3.97	3.83	-.14	3.14	2.96	-.18	3.71	3.57	-.14
18. SCHOOL MONITORS STUDENT PROGRESS........	3.88	3.70	-.18	3.04	3.03	-.01	3.62	3.50	-.12
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES..	3.70	3.41	-.29	2.75	2.77	+.02	3.40	3.22	-.18
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME..	3.51	3.34	-.17	2.77	2.69	-.08	3.28	3.15	-.13
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT.	4.43	4.33	-.10	4.02	3.91	-.11	4.30	4.20	-.10
MEAN OF ALL 21 ITEMS........................	3.80	3.57	-.23	2.94	2.90	-.04	3.53	3.37	-.16
DISCIPLINE ITEMS 1-6									
MEAN..	3.58	3.27	-.31	2.48	2.49	+.01	3.23	3.04	-.19
NUMBER......................................	464	496		213	207		677	703	
ORGANIZATION ITEMS 7-12									
MEAN..	3.87	3.60	-.27	3.05	3.00	-.05	3.61	3.42	-.19
NUMBER......................................	464	496		213	207		677	703	
ACHIEVEMENT ITEMS 13-21									
MEAN..	3.89	3.74	-.15	3.17	3.12	-.05	3.66	3.56	-.10
NUMBER......................................	464	496		213	206		677	702	

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
ANDERSON PLACE						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES...	5.00	4.50	4.27	4.04	4.29	4.07
2. CLARITY OF DISCIP. RULES AND PROCEDURES..	5.00	5.00	4.62	4.33	4.63	4.38
3. CLARITY OF SCHOOLWIDE CONSEQUENCES.......	5.00	5.00	4.24	4.04	4.27	4.10
4. STUDENT BEHAVIOR IN OUR SCHOOL...........	5.00	4.00	3.83	3.37	3.87	3.41
5. ADMINIST. HELP WITH DISCIP. PROBLEMS.....	5.00	4.00	4.41	4.00	4.43	4.00
6. STUDENTS FREE FROM PHYSICAL THREATS......	5.00	4.00	4.27	3.78	4.29	3.79
7. APPEARANCE OF BUILDING'S INTERIOR........	5.00	4.00	4.34	3.85	4.37	3.86
8. HALLWAYS FREE OF LITTER..................	5.00	4.50	4.53	4.11	4.55	4.14
9. TEACHERS' ATTITUDES TO KIDS ARE POS......	5.00	5.00	4.57	4.15	4.58	4.21
10. TEACHERS WORK TOGETHER ON DISC. PLAN....	5.00	5.00	4.63	4.41	4.64	4.45
11. SUPPORT FROM AREA STAFF.................	5.00	4.00	3.45	2.74	3.50	2.83
12. EXTENT OF CHANGE DURING CURRENT YEAR....	5.00	4.50	4.34	4.11	4.37	4.14
13. ACADEMIC ACHIEVEMENT OF STUDENTS........	5.00	4.50	3.63	3.36	3.68	3.44
14. TEACHERS HIGH EXPECTATIONS FOR KIDS.....	5.00	4.50	4.33	3.96	4.35	4.00
15. COMMITMENT TO INSTRUCT. IMPROVEMENT.....	5.00	5.00	4.66	4.35	4.67	4.39
16. TEACHERS INVOLVE ALL STUDENTS...........	5.00	4.00	4.37	4.04	4.39	4.04
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL.	5.00	5.00	4.36	4.04	4.38	4.10
18. SCHOOL MONITORS STUDENT PROGRESS........	5.00	4.50	4.33	3.73	4.35	3.79
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES..	5.00	4.00	4.17	3.46	4.19	3.50
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME..	5.00	5.00	4.21	4.04	4.23	4.10
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT.	5.00	5.00	4.77	4.59	4.77	4.62
MEAN OF ALL 21 ITEMS........................	5.00	4.52	4.29	3.93	4.31	3.97
DISCIPLINE ITEMS 1-6						
MEAN..	5.00	4.42	4.27	3.93	4.29	3.98
NUMBER......................................	1	2	30	27	31	29
ORGANIZATION ITEMS 7-12						
MEAN..	5.00	4.50	4.29	3.89	4.31	3.94
NUMBER......................................	1	2	30	27	31	28
ACHIEVEMENT ITEMS 13-21						
MEAN..	5.00	4.61	4.30	3.96	4.32	4.00
NUMBER......................................	1	2	30	27	31	29

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
BOND HILL						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	4.00	3.55	3.14	3.57	3.18
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	4.00	3.91	4.10	3.91	4.09
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	4.00	3.45	2.95	3.48	3.00
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	3.00	3.32	2.95	3.30	2.95
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	3.00	5.00	4.05	4.10	4.00	4.14
6. STUDENTS FREE FROM PHYSICAL THREATS	4.00	5.00	3.86	3.57	3.87	3.64
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.00	4.50	4.71	4.52	4.68
8. HALLWAYS FREE OF LITTER	5.00	4.00	4.73	4.62	4.74	4.59
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.00	3.86	4.00	3.87	4.00
10. TEACHERS WORK TOGETHER ON DISC. PLAN	5.00	3.00	4.05	4.00	4.10	3.95
11. SUPPORT FROM AREA STAFF	4.00	3.00	3.71	2.38	3.73	2.41
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	4.00	3.41	3.38	3.43	3.41
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.00	3.36	3.33	3.35	3.32
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00	3.00	3.73	4.24	3.74	4.18
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	5.00	4.00	4.18	4.38	4.22	4.36
16. TEACHERS INVOLVE ALL STUDENTS	3.00	4.00	4.05	4.14	4.00	4.14
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.00	4.00	4.14	4.19	4.13	4.18
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.00	3.90	3.86	3.91	3.86
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	4.00	3.57	3.76	3.59	3.77
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	4.00	3.67	3.38	3.68	3.41
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.60	4.48	4.62	4.50
MEAN OF ALL 21 ITEMS	4.05	3.90	3.88	3.79	3.89	3.80
DISCIPLINE ITEMS 1-6						
MEAN	3.67	4.17	3.69	3.47	3.69	3.50
NUMBER	1	1	22	21	23	22
ORGANIZATION ITEMS 7-12						
MEAN	4.50	3.67	4.05	3.85	4.07	3.84
NUMBER	1	1	22	21	23	22
ACHIEVEMENT ITEMS 13-21						
MEAN	4.00	3.89	3.89	3.97	3.89	3.97
NUMBER	1	1	22	21	23	22

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
CENTRAL FAIRMONT						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES...	4.50	4.50	3.81	3.65	3.86	3.70
2. CLARITY OF DISCIP. RULES AND PROCEDURES..	5.00	5.00	4.11	4.26	4.17	4.30
3. CLARITY OF SCHOOLWIDE CONSEQUENCES.......	5.00	5.00	3.71	3.84	3.80	3.91
4. STUDENT BEHAVIOR IN OUR SCHOOL...........	4.50	4.00	3.61	3.39	3.67	3.42
5. ADMINIST. HELP WITH DISCIP. PROBLEMS.....	5.00	5.00	4.00	3.94	4.07	4.00
6. STUDENTS FREE FROM PHYSICAL THREATS......	4.50	4.50	3.64	3.55	3.70	3.61
7. APPEARANCE OF BUILDING'S INTERIOR........	4.00	2.50	2.96	2.52	3.03	2.52
8. HALLWAYS FREE OF LITTER..................	4.50	3.00	3.36	3.19	3.43	3.18
9. TEACHERS' ATTITUDES TO KIDS ARE POS......	5.00	4.00	4.14	4.13	4.20	4.12
10. TEACHERS WORK TOGETHER ON DISC. PLAN....	5.00	4.00	4.38	4.33	4.42	4.31
11. SUPPORT FROM AREA STAFF.................	3.00	2.50	2.54	2.13	2.57	2.15
12. EXTENT OF CHANGE DURING CURRENT YEAR....	4.50	4.00	3.54	3.52	3.60	3.55
13. ACADEMIC ACHIEVEMENT OF STUDENTS........	4.00	4.00	3.00	3.10	3.07	3.13
14. TEACHERS HIGH EXPECTATIONS FOR KIDS.....	5.00	4.50	4.00	3.87	4.07	3.91
15. COMMITMENT TO INSTRUCT. IMPROVEMENT.....	5.00	4.50	4.37	4.06	4.41	4.09
16. TEACHERS INVOLVE ALL STUDENTS...........	5.00	4.50	4.14	4.13	4.20	4.15
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL.	4.50	4.50	4.04	3.90	4.07	3.94
18. SCHOOL MONITORS STUDENT PROGRESS........	4.50	4.50	3.82	3.61	3.87	3.67
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES..	4.50	4.50	3.43	3.58	3.50	3.64
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME..	4.50	4.50	3.00	3.23	3.10	3.30
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT.	5.00	4.50	4.29	4.19	4.33	4.21
MEAN OF ALL 21 ITEMS........................	4.60	4.19	3.70	3.62	3.76	3.66
DISCIPLINE ITEMS 1-6						
MEAN..	4.75	4.67	3.81	3.77	3.87	3.82
NUMBER......................................	2	2	28	31	30	33
ORGANIZATION ITEMS 7-12						
MEAN..	4.33	3.33	3.46	3.29	3.51	3.29
NUMBER......................................	2	2	28	31	30	33
ACHIEVEMENT ITEMS 13-21						
MEAN..	4.67	4.44	3.78	3.74	3.84	3.78
NUMBER......................................	2	2	28	31	30	33

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
CHASE						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.50	3.00	2.58	1.82	2.67	1.85
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.50	3.00	3.11	3.03	3.24	3.03
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	3.50	4.00	2.47	2.19	2.57	2.24
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	3.00	2.05	1.42	2.14	1.46
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	3.50	4.00	2.42	2.50	2.52	2.54
6. STUDENTS FREE FROM PHYSICAL THREATS	2.50	3.00	2.00	1.87	2.05	1.90
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	5.00	4.26	4.21	4.33	4.23
8. HALLWAYS FREE OF LITTER	5.00	4.00	3.58	3.29	3.71	3.31
9. TEACHERS' ATTITUDES TO KIDS ARE POS	2.50	2.00	3.00	2.82	2,95	2.79
10. TEACHERS WORK TOGETHER ON DISC. PLAN	3.50	2.00	3.84	3.21	3.81	3.18
11. SUPPORT FROM AREA STAFF	3.50	4.00	3.00	3.08	3.05	3.10
12. EXTENT OF CHANGE DURING CURRENT YEAR	3.00	1.00	3.17	1.83	3.15	1.81
13. ACADEMIC ACHIEVEMENT OF STUDENTS	1.50	2.00	2.44	2.39	2.35	2.38
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	2.50	2.00	3.33	3.05	3.25	3.03
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	3.50	2.00	3.74	3.27	3.71	3.24
16. TEACHERS INVOLVE ALL STUDENTS	2.50	2.00	3.63	3.49	3.52	3.45
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	3.50	2.00	3.42	2.79	3.43	2.77
18. SCHOOL MONITORS STUDENT PROGRESS	3.50	4.00	3.21	2.95	3.24	2.97
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	3.50	1.00	2.68	2.24	2.76	2.21
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.00	4.00	2.95	2.50	2.95	2.54
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	2.00	4.11	3.84	4.19	3.79
MEAN OF ALL 21 ITEMS	3.40	2.81	3.10	2.75	3.13	2.75
DISCIPLINE ITEMS 1-6						
MEAN	3.42	3.33	2.45	2.13	2.54	2.16
NUMBER	2	1	19	38	21	39
ORGANIZATION ITEMS 7-12						
MEAN	3.75	3.00	3.48	3.09	3.51	3.08
NUMBER	2	1	19	38	21	39
ACHIEVEMENT ITEMS 13-21						
MEAN	3.17	2.33	3.29	2.94	3.27	2.93
NUMBER	2	1	19	38	21	39

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
CLIFION *						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES...		3.00	3.09	2.79	3.08	2.80
2. CLARITY OF DISCIP. RULES AND PROCEDURES..		2.00	3.17	2.89	3.17	2.83
3. CLARITY OF SCHOOLWIDE CONSEQUENCES.......		2.00	2.83	2.64	2.83	2.60
4. STUDENT BEHAVIOR IN OUR SCHOOL...........		2.50	3.33	2.93	3.33	2.90
5. ADMINIST. HELP WITH DISCIP. PROBLEMS.....		3.00	3.83	3.36	3.83	3.33
6. STUDENTS FREE FROM PHYSICAL THREATS......		4.00	3.42	3.57	3.42	3.60
7. APPEARANCE OF BUILDING'S INTERIOR........		4.00	3.58	3.61	3.58	3.63
8. HALLWAYS FREE OF LITTER..................		4.00	4.00	3.71	4.00	3.73
9. TEACHERS' ATTITUDES TO KIDS ARE POS......		2.50	4.17	3.71	4.17	3.63
10. TEACHERS WORK TOGETHER ON DISC. PLAN....		2.00	3.80	3.48	3.80	3.38
11. SUPPORT FROM AREA STAFF.................		2.00	3.00	2.57	3.00	2.53
12. EXTENT OF CHANGE DURING CURRENT YEAR....		2.00	3.82	2.88	3.82	2.83
13. ACADEMIC ACHIEVEMENT OF STUDENTS........		2.50	3.50	3.39	3.50	3.33
14. TEACHERS HIGH EXPECTATIONS FOR KIDS.....		3.00	4.25	3.71	4:25	3.67
15. COMMITMENT TO INSTRUCT. IMPROVEMENT.....		3.00	4.33	3.79	4.33	3.73
16. TEACHERS INVOLVE ALL STUDENTS...........		3.00	4.33	3.82	4.33	3.77
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL.		2.50	4.08	3.67	4.08	3.59
18. SCHOOL MONITORS STUDENT PROGRESS........		2.00	3.67	3.32	3.67	3.23
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES..		2.50	2:83	2.71	2.83	2.70
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME..		2.00	3.33	3.29	3.33	3.20
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT.		3.00	4.58	4.32	4.58	4.23
MEAN OF ALL 21 ITEMS........................		2.72	3.66	3.34	3.61	3.30
DISCIPLINE ITEMS 1-6						
MEAN..		2.75	3.28	3.03	3.26	3.01
NUMBER......................................		2	12	28	13	30
ORGANIZATION ITEMS 7-12						
MEAN..		2.87	3.69	3.32	3.69	3.29
NUMBER......................................		2	12	28	12	30
ACHIEVEMENT ITEMS 13-21						
MEAN..		2.61	3.88	3.56	3.88	3.50
NUMBER......................................		2	12	28	12	30

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
EASTERN HILLS						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.50	4.00	2.91	2.32	2.93	2.42
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	4.50	3.77	3.33	3.78	3.40
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.50	4.50	3.02	2.59	3.09	2.69
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	3.50	2.81	2.24	2.87	2.31
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.50	4.50	3.14	2.44	3.20	2.56
6. STUDENTS FREE FROM PHYSICAL THREATS	4.50	4.50	3.19	2.67	3.25	2.77
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.50	4.09	3.53	4.13	3.58
8. HALLWAYS FREE OF LITTER	5.00	4.50	4.02	3.53	4.07	3.58
9. TEACHERS' ATTITUDES TO KIDS ARE POS.	4.00	4.00	3.90	3.91	3.91	3.92
10. TEACHERS WORK TOGETHER ON DISC. PLAN	5.00	4.00	4.07	3.94	4.11	3.94
11. SUPPORT FROM AREA STAFF	4.50	4.00	2.95	2.33	3.02	2.43
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	4.00	2.98	2.21	3.02	2.31
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.50	3.12	3.09	3.11	3.11
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00	4.00	4.02	3.85	4.02	3.86
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.50	4.50	4.19	4.15	4.20	4.17
16. TEACHERS INVOLVE ALL STUDENTS	4.00	3.50	3.93	4.03	3.93	4.00
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.50	4.00	3.72	3.65	3.76	3.67
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.00	3.74	3.76	3.76	3.78
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.50	4.50	3.65	3.03	3.69	3.11
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.50	4.00	3.72	3.41	3.76	3.44
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.50	4.50	4.47	4.47	4.47	4.47
MEAN OF ALL 21 ITEMS	4.29	4.14	3.59	3.26	3.62	3.31
DISCIPLINE ITEMS 1-6						
MEAN	4.17	4.25	3.14	2.58	3.19	2.67
NUMBER	2	2	43	34	45	36
ORGANIZATION ITEMS 7-12						
MEAN	4.58	4.17	3.67	3.26	3.71	3.31
NUMBER	2	2	43	34	45	36
ACHIEVEMENT ITEMS 13-21						
MEAN	4.17	4.06	3.84	3.71	3.85	3.73
NUMBER	2	2	43	34	45	36

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
HYDE PARK						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	4.00	4.06	3.48	4.06	3.50
2. CLARITY OF DISCIP. RULES AND PROCEDURES	5.00	5.00	4.56	3.81	4.59	3.86
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	4.00	4.25	3.33	4.24	3.36
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	4.00	3.38	3.05	3.41	3.09
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.00	4.00	4.31	3.90	4.29	3.91
6. STUDENTS FREE FROM PHYSICAL THREATS	5.00	4.00	4.13	3.52	4.18	3.55
7. APPEARANCE OF BUILDING'S INTERIOR	4.00	4.00	4.00	3.86	4.00	3.86
8. HALLWAYS FREE OF LITTER	4.00	4.00	4.25	4.24	4.24	4.23
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.00	3.88	3.67	3.88	3.68
10. TEACHERS WORK TOGETHER ON DISC. PLAN	5.00	5.00	4.56	4.00	4.59	4.05
11. SUPPORT FROM AREA STAFF	3.00	4.00	4.06	3.45	4.00	3.48
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	4.00	4.27	3.62	4.25	3.64
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	4.00	3.31	3.38	3.29	3.41
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00	4.00	3.88	3.81	3.88	3.82
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.00	4.00	4.25	4.00	4.24	4.00
16. TEACHERS INVOLVE ALL STUDENTS	4.00	4.00	3.81	3.76	3.82	3.77
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	5.00	4.00	4.00	3.81	4.06	3.82
18. SCHOOL MONITORS STUDENT PROGRESS	5.00	4.00	3.81	3.90	3.88	3.91
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	4.00	3.81	3.81	3.82	3.82
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	4.00	3.50	3.38	3.53	3.41
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.00	4.00	4.44	4.10	4.41	4.09
MEAN OF ALL 21 ITEMS	4.14	4.10	4.03	3.71	4.03	3.73
DISCIPLINE ITEMS 1-6						
MEAN	4.33	4.17	4.11	3.52	4.13	3.55
NUMBER	1	1	16	21	17	22
ORGANIZATION ITEMS 7-12						
MEAN	4.00	4.17	4.17	3.80	4.16	3.82
NUMBER	1	1	16	21	17	22
ACHIEVEMENT ITEMS 13-21						
MEAN	4.11	4.00	3.87	3.77	3.88	3.78
NUMBER	1	1	16	21	17	22

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
MCKINLEY						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES...	5.00	5.00	3.32	3.74	3.40	3.80
2. CLARITY OF DISCIP. RULES AND PROCEDURES..	5.00	5.00	3.42	4.05	3.50	4.10
3. CLARITY OF SCHOOLWIDE CONSEQUENCES.......	5.00	5.00	3.53	4.00	3.60	4.05
4. STUDENT BEHAVIOR IN OUR SCHOOL...........	4.00	5.00	3.37	3.74	3.40	3.80
5. ADMINIST. HELP WITH DISCIP. PROBLEMS.....	5.00	5.00	4.37	4.16	4.40	4.20
6. STUDENTS FREE FROM PHYSICAL THREATS......	5.00	5.00	3.74	4.05	3.80	4.10
7. APPEARANCE OF BUILDING'S INTERIOR........	4.00	4.00	3.11	3.16	3.15	3.20
8. HALLWAYS FREE OF LITTER..................	5.00	5.00	3.32	3.58	3.40	3.65
9. TEACHERS' ATTITUDES TO KIDS ARE POS......	3.00	3.00	3.74	3.74	3.70	3.70
10. TEACHERS WORK TOGETHER ON DISC. PLAN....	3.00	4.00	3.74	3.74	3.70	3.75
11. SUPPORT FROM AREA STAFF.................	5.00	4.00	3.50	3.95	3.58	3.95
12. EXTENT OF CHANGE DURING CURRENT YEAR....	5.00	5.00	3.58	4.00	3.65	4.05
13. ACADEMIC ACHIEVEMENT OF STUDENTS........	3.00	4.00	3.16	3.68	3.15	3.70
14. TEACHERS HIGH EXPECTATIONS FOR KIDS.....	3.00	3.00	3.74	3.68	3.70	3.65
15. COMMITMENT TO INSTRUCT. IMPROVEMENT.....	5.00	4.00	4.05	4.16	4.10	4.15
16. TEACHERS INVOLVE ALL STUDENTS...........	4.00	4.00	4.00	4.00	4.00	4.00
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL.	5.00	4.00	3.89	3.89	3.95	3.89
18. SCHOOL MONITORS STUDENT PROGRESS........	5.00	5.00	3.74	3.53	3.80	3.60
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES..	5.00	5.00	3.74	3.74	3.80	3.80
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME..	5.00	4.00	3.53	3.63	3.60	3.65
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT.	5.00	5.00	4.47	4.63	4.50	4.65
MEAN OF ALL 21 ITEMS........................	4.48	4.43	3.67	3.85	3.71	3.88
DISCIPLINE ITEMS 1-6						
MEAN..	4.83	5.00	3.62	3.96	3.68	4.01
NUMBER......................................	1	1	19	19	20	20
ORGANIZATION ITEMS 7-12						
MEAN..	4.17	4.17	3.49	3.69	3.52	3.72
NUMBER......................................	1	1	19	19	20	20
ACHIEVEMENT ITEMS 13-21						
MEAN..	4.44	4.22	3.81	3.87	3.84	3.89
NUMBER......................................	1	1	19	19	20	20

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
MIDWAY						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	4.00	3.72	3.71	3.73	3.72
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	4.00	4.25	4.39	4.24	4.38
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	5.00	4.00	3.79	3.96	3.83	3.97
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	4.00	3.83	3.59	3.83	3.61
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00	5.00	4.32	4.64	4.34	4.66
6. STUDENTS FREE FROM PHYSICAL THREATS	5.00	4.00	4.33	4.32	4.36	4.31
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.00	4.34	4.46	4.37	4.45
8. HALLWAYS FREE OF LITTER	4.00	4.00	4.66	4.71	4.63	4.69
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.00	4.21	4.29	4.21	4.28
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.00	3.00	4.32	4.46	4.31	4.41
11. SUPPORT FROM AREA STAFF	2.00	2.00	3.79	2.52	3.72	2.50
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	4.00	3.57	3.64	3.59	3.65
13. ACADEMIC ACHIEVEMENT OF STUDENTS	4.00	4.00	3.90	4.00	3.90	4.00
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00	4.00	4.38	4.36	4.37	4.34
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.00	4.00	4.66	4.64	4.63	4.62
16. TEACHERS INVOLVE ALL STUDENTS	4.00	3.00	4.38	4.43	4.37	4.38
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	5.00	4.00	4.41	4.33	4.43	4.32
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.00	4.34	4.25	4.33	4.24
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	4.00	4.17	4.14	4.17	4.14
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	3.00	3.83	4.04	3.83	4.00
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.66	4.68	4.67	4.69
MEAN OF ALL 21 ITEMS	4.19	3.86	4.18	4.17	4.18	4.16
DISCIPLINE ITEMS 1-6						
MEAN	4.50	4.17	4.00	4.11	4.02	4.11
NUMBER	1	1	29	28	30	29
ORGANIZATION ITEMS 7-12						
MEAN	3.83	3.50	4.15	4.01	4.14	3.99
NUMBER	1	1	29	28	30	29
ACHIEVEMENT ITEMS 13-21						
MEAN	4.22	3.89	4.30	4.32	4.30	4.31
NUMBER	1	1	29	28	30	29

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
MT. AIRY						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	3.00	3.59	3.10	3.60	3.09
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	4.00	4.43	4.23	4.42	4.22
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	3.00	2.00	4.03	3.79	4.00	3.73
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	3.00	3.43	2.77	3.45	2.78
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.00	3.00	4.10	4.00	4.10	3.97
6. STUDENTS FREE FROM PHYSICAL THREATS	5.00	3.00	3.86	3.42	3.90	3.41
7. APPEARANCE OF BUILDING'S INTERIOR	4.00	3.00	4.27	4.03	4.26	4.00
8. HALLWAYS FREE OF LITTER	5.00	3.00	4.63	4.35	4.65	4.31
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	3.00	3.97	3.87	3.97	3.84
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.00	3.00	4.33	3.90	4.32	3.88
11. SUPPORT FROM AREA STAFF	4.00	3.00	3.70	3.37	3.71	3.35
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	3.00	3.66	3.45	3.67	3.44
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.00	3.20	3.39	3.13	3.38
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	5.00	5.00	4.13	4.16	4.16	4.19
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	5.00	4.00	4.47	4.35	4.48	4.34
16. TEACHERS INVOLVE ALL STUDENTS	4.00	3.00	4.41	4.16	4.40	4.13
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	5.00	3.00	4.29	4.17	4.31	4.13
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	3.00	4.17	4.06	4.16	4.03
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	3.00	3.87	3.77	3.87	3.75
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.00	1.00	3.53	3.50	3.52	3.42
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	4.00	4.50	4.42	4.52	4.41
MEAN OF ALL 21 ITEMS	4.14	3.10	4.02	3.82	4.03	3.80
DISCIPLINE ITEMS 1-6						
MEAN	4.00	3.00	3.92	3.55	3.92	3.54
NUMBER	1	1	30	31	31	32
ORGANIZATION ITEMS 7-12						
MEAN	4.17	3.00	4.09	3.83	4.10	3.80
NUMBER	1	1	30	31	31	32
ACHIEVEMENT ITEMS 13-21						
MEAN	4.22	3.22	4.05	4.00	4.06	3.97
NUMBER	1	1	30	31	31	32

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
PARHAM						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.00	3.00	2.85	2.59	2.86	2.60
2. CLARITY OF DISCIP. RULES AND PROCEDURES	3.00	2.00	3.21	2.97	3.20	2.93
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	2.50	2.00	2.86	2.66	2.83	2.63
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	2.00	2.33	2.45	2.38	2.43
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.00	3.00	3.14	2.90	3.20	2.90
6. STUDENTS FREE FROM PHYSICAL THREATS	2.50	2.00	2.71	2.79	2.70	2.77
7. APPEARANCE OF BUILDING'S INTERIOR	4.50	4.00	4.04	3.79	4.07	3.80
8. HALLWAYS FREE OF LITTER	5.00	4.00	4.18	4.00	4.23	4.00
9. TEACHERS' ATTITUDES TO KIDS ARE POS	2.00	5.00	4.04	3.76	3.90	3.80
10. TEACHERS WORK TOGETHER ON DISC. PLAN	2.00	5.00	3.96	3.52	3.83	3.57
11. SUPPORT FROM AREA STAFF	3.00	3.00	3.11	3.00	3.10	3.00
12. EXTENT OF CHANGE DURING CURRENT YEAR	3.00	3.00	3.11	3.15	3.10	3.14
13. ACADEMIC ACHIEVEMENT OF STUDENTS	2.50	3.00	3.26	3.48	3.21	3.47
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	2.00	5.00	3.86	3.83	3.73	3.87
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	3.00	3.00	4.11	4.03	4.03	4.00
16. TEACHERS INVOLVE ALL STUDENTS	2.50	4.00	4.00	3.93	3.90	3.93
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	3.00	4.00	3.61	3.68	3.57	3.69
18. SCHOOL MONITORS STUDENT PROGRESS	3.00	4.00	3.79	3.43	3.73	3.45
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	3.50	3.00	3.41	3.03	3.41	3.03
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	3.00	3.50	3.21	3.52	3.20
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.39	4.32	4.43	4.34
MEAN OF ALL 21 ITEMS	3.13	3.43	3.51	3.35	3.48	3.35
DISCIPLINE ITEMS 1-6						
MEAN	3.00	2.33	2.87	2.72	2.87	2.71
NUMBER	2	1	28	29	30	30
ORGANIZATION ITEMS 7-12						
MEAN	3.25	4.00	3.75	3.54	3.71	3.55
NUMBER	2	1	28	29	30	30
ACHIEVEMENT ITEMS 13-21						
MEAN	3.13	3.78	3.77	3.65	3.73	3.65
NUMBER	2	1	28	29	30	30

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
PLEASANT HILL						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	3.50	3.77	3.59	3.78	3.58
2. CLARITY OF DISCIP. RULES AND PROCEDURES	5.00	4.00	3.88	3.95	3.93	3.96
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	4.00	3.62	3.36	3.63	3.42
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	3.00	3.46	3.23	3.48	3.21
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00	5.00	4.31	4.23	4.33	4.29
6. STUDENTS FREE FROM PHYSICAL THREATS	5.00	3.50	3.92	3.77	3.96	3.75
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	5.00	4.73	4.59	4.74	4.63
8. HALLWAYS FREE OF LITTER	5.00	4.50	4.58	4.50	4.59	4.50
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.50	4.38	4.36	4.37	4.38
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.00	4.00	4.40	4.29	4.38	4.26
11. SUPPORT FROM AREA STAFF	3.00	3.00	3.73	3.86	3.70	3.78
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	3.50	3.83	3.62	3.83	3.61
13. ACADEMIC ACHIEVEMENT OF STUDENTS	4.00	3.00	3.35	3.52	3.37	3.48
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00	4.00	4.23	4.27	4.22	4.25
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	5.00	5.00	4.50	4.50	4.52	4.54
16. TEACHERS INVOLVE ALL STUDENTS	4.00	4.50	4.16	4.23	4.15	4.25
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.00	3.50	4.24	4.29	4.23	4.22
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.50	4.08	4.23	4.08	4.25
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	4.50	3.96	3.95	3.96	4.00
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	3.00	3.36	3.41	3.38	3.38
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	4.00	4.60	4.55	4.62	4.52
MEAN OF ALL 21 ITEMS	4.29	3.98	4.06	4.02	4.06	4.01
DISCIPLINE ITEMS 1-6						
MEAN	4.50	3.83	3.83	3.69	3.85	3.70
NUMBER	1	2	26	22	27	24
ORGANIZATION ITEMS 7-12						
MEAN	4.17	4.08	4.28	4.21	4.28	4.20
NUMBER	1	2	26	22	27	24
ACHIEVEMENT ITEMS 13-21						
MEAN	4.22	4.00	4.05	4.11	4.06	4.10
NUMBER	1	2	26	22	27	24

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
ROBERTS						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	4.00	3.43	2.94	3.45	2.98
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	5.00	3.96	3.56	3.96	3.61
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	5.00	3.32	3.06	3.33	3.13
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	3.00	2.74	2.38	2.75	2.41
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00	5.00	3.91	3.48	3.94	3.54
6. STUDENTS FREE FROM PHYSICAL THREATS	4.00	4.00	3.49	3.12	3.50	3.15
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.00	3.72	3.33	3.75	3.35
8. HALLWAYS FREE OF LITTER	4.00	4.00	3.72	3.10	3.73	3.13
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.50	3.77	3.63	3.77	3.67
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.00	3.50	3.98	3.47	3.98	3.47
11. SUPPORT FROM AREA STAFF	3.00	3.00	3.13	2.83	3.13	2.83
12. EXTENT OF CHANGE DURING CURRENT YEAR	3.00	3.50	3.47	2.82	3.46	2.84
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.50	3.19	3.10	3.19	3.11
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00	4.00	3.72	3.63	3.73	3.65
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.00	4.50	4.23	3.90	4.23	3.93
16. TEACHERS INVOLVE ALL STUDENTS	4.00	4.50	4.09	3.92	4.09	3.94
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.00	4.50	3.94	3.73	3.94	3.75
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.50	3.85	3.75	3.85	3.78
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	3.00	5.00	3.43	3.24	3.42	3.30
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	4.50	3.51	3.15	3.52	3.20
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.00	5.00	4.19	4.12	4.19	4.15
MEAN OF ALL 21 ITEMS	3.86	4.21	3.66	3.35	3.66	3.38
DISCIPLINE ITEMS 1-6						
MEAN	4.00	4.33	3.48	3.09	3.49	3.14
NUMBER	1	2	47	52	48	54
ORGANIZATION ITEMS 7-12						
MEAN	3.83	3.75	3.63	3.20	3.63	3.22
NUMBER	1	2	47	52	48	54
ACHIEVEMENT ITEMS 13-21						
MEAN	3.78	4.44	3.79	3.61	3.79	3.64
NUMBER	1	2	47	52	48	54

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
ROCKDALE						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.00	3.00	3.31	2.65	3.30	2.68
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	4.00	3.38	3.41	3.41	3.45
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	3.50	3.08	2.70	3.11	2.76
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	3.50	2.85	2.44	2.89	2.52
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00	3.50	3.15	2.89	3.22	2.93
6. STUDENTS FREE FROM PHYSICAL THREATS	4.00	3.50	3.16	2.81	3.19	2.86
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.50	4.04	3.81	4.07	3.86
8. HALLWAYS FREE OF LITTER	5.00	5.00	4.23	4.26	4.26	4.31
9. TEACHERS' ATTITUDES TO KIDS ARE POS	3.00	3.50	3.62	3.89	3.59	3.86
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.00	4.00	4.00	4.04	4.00	4.03
11. SUPPORT FROM AREA STAFF	3.00	3.00	2.84	2.70	2.85	2.72
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	3.00	3.38	2.88	3.40	2.89
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.00	2.96	3.31	2.96	3.29
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	3.50	3.38	3.56	3.37	3.55
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.00	4.00	3.88	3.85	3.89	3.86
16. TEACHERS INVOLVE ALL STUDENTS	3.00	3.50	3.69	3.70	3.67	3.69
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	5.00	3.50	3.42	3.59	3.48	3.59
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	3.50	3.54	3.67	3.56	3.66
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	4.00	3.58	3.15	3.59	3.21
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	3.50	3.19	3.00	3.22	3.03
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	4.00	4.08	4.11	4.11	4.10
MEAN OF ALL 21 ITEMS	3.95	3.64	3.47	3.36	3.49	3.38
DISCIPLINE ITEMS 1-6						
MEAN	4.00	3.50	3.16	2.82	3.20	2.87
NUMBER	1	2	26	27	27	29
ORGANIZATION ITEMS 7-12						
MEAN	4.00	3.83	3.70	3.61	3.71	3.63
NUMBER	1	2	26	27	27	29
ACHIEVEMENT ITEMS 13-21						
MEAN	3.89	3.61	3.53	3.55	3.54	3.56
NUMBER	1	2	26	27	27	29

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
ROOSEVELT						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	5.00	4.00	3.47	3.17	3.56	3.21
2. CLARITY OF DISCIP. RULES AND PROCEDURES	5.00	4.00	4.53	4.33	4.56	4.32
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	4.00	3.82	3.22	3.83	3.26
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	3.00	3.00	2.50	3.06	2.53
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00	5.00	4.47	4.11	4.50	4.16
6. STUDENTS FREE FROM PHYSICAL THREATS	4.00	4.00	3.35	2.89	3.39	2.95
7. APPEARANCE OF BUILDING'S INTERIOR	4.00	3.00	3.53	3.11	3.56	3.11
8. HALLWAYS FREE OF LITTER	5.00	4.00	4.47	4.00	4.50	4.00
9. TEACHERS' ATTITUDES TO KIDS ARE POS	5.00	4.00	4.18	3.78	4.22	3.79
10. TEACHERS WORK TOGETHER ON DISC. PLAN	5.00	5.00	4.53	4.06	4.56	4.11
11. SUPPORT FROM AREA STAFF	4.00	4.00	3.38	3.11	3.41	3.16
12. EXTENT OF CHANGE DURING CURRENT YEAR	5.00	4.00	4.24	3.71	4.28	3.72
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	2.00	3.19	2.94	3.18	2.89
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	4.00	3.65	3.78	3.61	3.79
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.00	4.00	4.35	3.94	4.33	3.95
16. TEACHERS INVOLVE ALL STUDENTS	4.00	4.00	4.12	3.71	4.11	3.72
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.00	4.00	3.94	3.83	3.94	3.84
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.00	3.71	3.56	3.72	3.58
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	3.00	4.41	3.89	4.39	3.84
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	4.00	3.47	3.00	3.50	3.05
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.29	4.39	4.33	4.42
MEAN OF ALL 21 ITEMS	4.29	3.90	3.91	3.57	3.93	3.59
DISCIPLINE ITEMS 1-6						
MEAN	4.50	4.00	3.77	3.37	3.81	3.40
NUMBER	1	1	17	18	18	19
ORGANIZATION ITEMS 7-12						
MEAN	4.67	4.00	4.06	3.63	4.10	3.65
NUMBER	1	1	17	18	18	19
ACHIEVEMENT ITEMS 13-21						
MEAN	3.89	3.78	3.91	3.67	3.90	3.68
NUMBER	1	1	17	18	18	19

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
SOUTH AVONDALE						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	4.00	3.30	2.78	3.33	2.84
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.00	5.00	3.87	3.61	3.88	3.68
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	4.00	3.50	2.94	3.52	3.00
4. STUDENT BEHAVIOR IN OUR SCHOOL	4.00	4.00	2.83	2.56	2.88	2.63
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.00	4.00	3.83	3.17	3.83	3.21
6. STUDENTS FREE FROM PHYSICAL THREATS	3.00	4.00	3.48	2.83	3.46	2.89
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.00	4.26	3.89	4.29	3.89
8. HALLWAYS FREE OF LITTER	5.00	5.00	4.48	4.33	4.50	4.37
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.00	3.57	3.39	3.58	3.42
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.00	4.00	3.95	4.18	3.96	4.17
11. SUPPORT FROM AREA STAFF	4.00	4.00	3.52	3.33	3.55	3.37
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	4.00	3.45	3.00	3.48	3.06
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.00	3.05	3.12	3.05	3.11
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	4.00	3.74	3.72	3.71	3.74
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.00	4.00	4.09	4.11	4.08	4.11
16. TEACHERS INVOLVE ALL STUDENTS	4.00	4.00	3.86	3.65	3.86	3.67
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	5.00	5.00	3.59	3.72	3.65	3.79
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.00	3.59	3.56	3.61	3.58
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	5.00	4.00	3.61	3.56	3.67	3.58
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.00	3.00	2.81	2.94	2.82	2.94
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.48	4.50	4.50	4.53
MEAN OF ALL 21 ITEMS	4.05	4.10	3.67	3.47	3.69	3.51
DISCIPLINE ITEMS 1-6						
MEAN	3.83	4.17	3.47	2.98	3.48	3.04
NUMBER	1	1	23	18	24	19
ORGANIZATION ITEMS 7-12						
MEAN	4.33	4.17	3.88	3.69	3.90	3.71
NUMBER	1	1	23	18	24	19
ACHIEVEMENT ITEMS 13-21						
MEAN	4.00	4.00	3.67	3.68	3.68	3.70
NUMBER	1	1	21	18	24	19

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
WINDSOR						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	4.00	4.50	3.55	2.91	3.58	3.04
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.50	4.00	4.27	3.83	4.29	3.84
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	3.50	3.68	3.04	3.71	3.08
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	3.00	3.09	2.17	3.08	2.24
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00	5.00	4.36	3.52	4.42	3.64
6. STUDENTS FREE FROM PHYSICAL THREATS	4.00	3.00	3.27	2.65	3.33	2.67
7. APPEARANCE OF BUILDING'S INTERIOR	3.50	3.50	3.36	3.26	3.38	3.28
8. HALLWAYS FREE OF LITTER	4.00	4.50	4.09	3.87	4.08	3.92
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	4.50	4.23	3.74	4.21	3.80
10. TEACHERS WORK TOGETHER ON DISC. PLAN	4.50	4.00	4.18	3.83	4.21	3.84
11. SUPPORT FROM AREA STAFF	5.00	4.50	4.41	3.74	4.46	3.80
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.50	5.00	4.14	3.52	4.17	3.64
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	2.00	3.23	3.09	3.21	3.00
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	5.00	4.50	4.23	3.74	4.29	3.80
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	5.00	4.50	4.55	4.00	4.58	4.04
16. TEACHERS INVOLVE ALL STUDENTS	3.50	3.00	4.14	3.73	4.08	3.67
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	4.00	3.50	4.32	4.17	4.29	4.12
18. SCHOOL MONITORS STUDENT PROGRESS	4.50	4.00	4.32	3.61	4.33	3.64
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.50	3.50	4.23	3.39	4.25	3.40
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.50	3.50	3.68	3.43	3.67	3.44
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.59	4.26	4.63	4.32
MEAN OF ALL 21 ITEMS	4.19	3.95	4.00	3.50	4.01	3.54
DISCIPLINE ITEMS 1-6						
MEAN	4.08	3.95	3.70	3.02	3.74	3.10
NUMBER	2	2	22	23	24	25
ORGANIZATION ITEMS 7-12						
MEAN	4.25	4.33	4.07	3.66	4.08	3.71
NUMBER	2	2	22	23	24	25
ACHIEVEMENT ITEMS 13-21						
MEAN	4.22	3.72	4.14	3.71	4.15	3.71
NUMBER	2	2	22	23	24	25

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
WINTON PL.						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	5.00		3.81	4.00	3.86	3.97
2. CLARITY OF DISCIP. RULES AND PROCEDURES	5.00		4.19	4.38	4.21	4.38
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	5.00		3.77	3.79	3.81	3.79
4. STUDENT BEHAVIOR IN OUR SCHOOL	5.00		3.30	3.34	3.36	3.34
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	5.00		4.59	4.79	4.61	4.79
6. STUDENTS FREE FROM PHYSICAL THREATS	5.00		3.63	4.00	3.68	4.00
7. APPEARANCE OF BUILDING'S INTERIOR	4.00		3.96	3.86	3.96	3.86
8. HALLWAYS FREE OF LITTER	5.00		4.26	4.28	4.29	4.28
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00		4.04	4.17	4.04	4.17
10. TEACHERS WORK TOGETHER ON DISC. PLAN	5.00		4.12	4.14	4.15	4.14
11. SUPPORT FROM AREA STAFF	5.00		3.44	3.79	3.50	3.79
12. EXTENT OF CHANGE DURING CURRENT YEAR	5.00		4.00	4.25	4.04	4.25
13. ACADEMIC ACHIEVEMENT OF STUDENTS	4.00		3.23	3.41	3.26	3.41
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	4.00		3.89	4.17	3.89	4.17
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	5.00		4.11	4.28	4.14	4.28
16. TEACHERS INVOLVE ALL STUDENTS	4.00		3.78	4.00	3.79	4.00
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	5.00		4.12	4.24	4.15	4.24
18. SCHOOL MONITORS STUDENT PROGRESS	4.00		3.85	4.03	3.86	4.03
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	5.00		3.85	4.07	3.89	4.07
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00		3.89	3.86	3.89	3.86
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00		4.30	4.41	4.32	4.41
MEAN OF ALL 21 ITEMS	4.67		3.91	4.06	3.94	4.03
DISCIPLINE ITEMS 1-6						
MEAN	5.00		3.89	4.05	3.92	4.02
NUMBER	1		27	29	28	30
ORGANIZATION ITEMS 7-12						
MEAN	4.67		3.96	4.08	3.99	4.08
NUMBER	1		27	29	28	29
ACHIEVEMENT ITEMS 13-21						
MEAN	4.44		3.89	4.05	3.91	4.05
NUMBER	1		27	29	28	29

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
DATER						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.00	3.50	2.00	1.88	2.02	1.96
2. CLARITY OF DISCIP. RULES AND PROCEDURES	3.00	4.50	2.62	2.33	2.63	2.42
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	3.00	4.50	2.16	2.05	2.18	2.16
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	3.50	2.04	1.98	2.06	2.04
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.00	5.00	2.52	2.42	2.55	2.53
6. STUDENTS FREE FROM PHYSICAL THREATS	4.00	4.00	2.50	2.91	2.53	2.96
7. APPEARANCE OF BUILDING'S INTERIOR	4.00	4.50	3.66	3.72	3.67	3.76
8. HALLWAYS FREE OF LITTER	4.00	4.50	3.00	3.51	3.02	3.56
9. TEACHERS' ATTITUDES TO KIDS ARE POS.	2.00	3.00	3.24	3.56	3.22	3.53
10. TEACHERS WORK TOGETHER ON DISC. PLAN	2.00	2.50	2.86	2.98	2.84	2.96
11. SUPPORT FROM AREA STAFF	2.00	3.50	2.40	2.33	2.39	2.38
12. EXTENT OF CHANGE DURING CURRENT YEAR	3.00	3.00	1.90	2.15	1.92	2.19
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.50	2.60	2.98	2.61	3.00
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	3.50	3.46	3.76	3.45	3.75
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	3.00	4.50	3.47	3.33	3.46	3.39
16. TEACHERS INVOLVE ALL STUDENTS	3.00	4.00	3.48	3.63	3.47	3.65
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	3.00	3.50	3.18	2.88	3.18	2.91
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.50	2.90	3.05	2.92	3.11
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	3.00	3.50	2.42	2.50	2.43	2.55
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.00	3.50	2.70	2.71	2.71	2.75
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	5.00	5.00	4.18	4.14	4.20	4.18
MEAN OF ALL 21 ITEMS	3.19	3.88	2.82	2.88	2.83	2.93
DISCIPLINE ITEMS 1-6						
MEAN	3.33	4.17	2.31	2.26	2.33	2.34
NUMBER	1	2	50	43	51	45
ORGANIZATION ITEMS 7-12						
MEAN	2.83	3.50	2.86	3.05	2.86	3.07
NUMBER	1	2	50	43	51	45
ACHIEVEMENT ITEMS 13-21						
MEAN	3.33	3.94	3.15	3.22	3.15	3.25
NUMBER	1	2	50	42	51	44

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
GAMBLE						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	2.25	4.00	1.93	1.88	1.97	2.00
2. CLARITY OF DISCIP. RULES AND PROCEDURES	2.75	4.50	2.46	2.50	2.50	2.61
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	2.75	4.00	2.04	2.09	2.13	2.19
4. STUDENT BEHAVIOR IN OUR SCHOOL	2.50	3.00	1.64	1.88	1.75	1.94
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	3.00	4.00	2.68	2.68	2.72	2.75
6. STUDENTS FREE FROM PHYSICAL THREATS	3.75	4.00	2.71	2.50	2.84	2.58
7. APPEARANCE OF BUILDING'S INTERIOR	4.25	4.00	3.75	3.38	3.81	3.42
8. HALLWAYS FREE OF LITTER	2.75	4.00	3.14	3.03	3.09	3.08
9. TEACHERS' ATTITUDES TO KIDS ARE POS	3.25	4.00	2.82	3.09	2.88	3.14
10. TEACHERS WORK TOGETHER ON DISC. PLAN	3.25	4.00	3.15	2.97	3.17	3.03
11. SUPPORT FROM AREA STAFF	2.75	4.00	2.46	2.56	2.50	2.64
12. EXTENT OF CHANGE DURING CURRENT YEAR	2.50	4.00	2.28	2.09	2.31	2.21
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.50	3.00	2.29	2.41	2.44	2.44
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	3.50	3.25	3.29	3.22	3.31
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	4.25	5.00	3.64	3.29	3.72	3.39
16. TEACHERS INVOLVE ALL STUDENTS	3.00	4.50	3.61	3.32	3.53	3.39
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	2.75	5.00	3.14	2.94	3.09	3.00
18. SCHOOL MONITORS STUDENT PROGRESS	3.00	4.50	2.96	2.97	2.97	3.06
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	2.50	4.00	2.65	2.82	2.63	2.89
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.50	4.50	2.64	2.74	2.75	2.83
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.50	4.50	4.22	3.65	4.26	3.69
MEAN OF ALL 21 ITEMS	3.13	4.07	2.83	2.77	2.87	2.84
DISCIPLINE ITEMS 1-6						
MEAN	2.83	3.92	2.24	2.25	2.32	2.35
NUMBER	4	2	28	34	32	36
ORGANIZATION ITEMS 7-12						
MEAN	3.12	4.00	2.94	2.87	2.96	2.93
NUMBER	4	2	28	34	32	36
ACHIEVEMENT ITEMS 13-21						
MEAN	3.33	4.24	3.16	3.05	3.18	3.12
NUMBER	4	2	28	34	32	36

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
MERRY						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.00	3.50	2.24	2.30	2.28	2.36
2. CLARITY OF DISCIP. RULES AND PROCEDURES	3.50	4.50	2.94	2.97	2.97	3.05
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	3.50	4.00	2.09	2.27	2.17	2.36
4. STUDENT BEHAVIOR IN OUR SCHOOL	2.00	3.00	1.79	1.65	1.81	1.72
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.50	5.00	3.38	2.86	3.44	2.97
6. STUDENTS FREE FROM PHYSICAL THREATS	2.50	3.50	2.06	2.11	2.08	2.18
7. APPEARANCE OF BUILDING'S INTERIOR	5.00	4.50	3.65	3.51	3.72	3.56
8. HALLWAYS FREE OF LITTER	4.00	4.00	3.59	3.38	3.61	3.41
9. TEACHERS' ATTITUDES TO KIDS ARE POS	4.00	3.50	3.18	3.05	3.22	3.08
10. TEACHERS WORK TOGETHER ON DISC. PLAN	3.00	3.00	3.29	2.97	3.27	2.97
11. SUPPORT FROM AREA STAFF	4.00	3.50	2.65	3.00	2.72	3.03
12. EXTENT OF CHANGE DURING CURRENT YEAR	3.00	3.50	2.42	2.47	2.45	2.53
13. ACADEMIC ACHIEVEMENT OF STUDENTS	2.50	3.00	2.76	2.70	2.75	2.72
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	3.00	3.41	3.00	3.39	3.00
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	3.00	4.00	3.50	3.22	3.47	3.26
16. TEACHERS INVOLVE ALL STUDENTS	2.50	3.00	3.41	3.32	3.35	3.31
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	3.50	4.00	3.18	2.76	3.20	2.82
18. SCHOOL MONITORS STUDENT PROGRESS	3.50	4.00	3.33	3.05	3.34	3.10
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	4.00	4.00	2.88	2.83	2.94	2.89
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	4.00	4.50	2.97	2.78	3.03	2.87
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.50	4.50	3.94	3.92	3.97	3.95
MEAN OF ALL 21 ITEMS	3.45	3.79	2.98	2.86	3.00	2.91
DISCIPLINE ITEMS 1-6						
MEAN	3.17	3.92	2.40	2.36	[illegible]	2.44
NUMBER	2	2	34	37	[illegible]	39
ORGANIZATION ITEMS 7-12						
MEAN	3.83	3.67	3.13	3.07	3.17	3.10
NUMBER	2	2	34	37	36	39
ACHIEVEMENT ITEMS 13-21						
MEAN	3.39	3.78	3.26	3.06	3.27	3.10
NUMBER	2	2	34	37	36	39

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS. MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
PEOPLES						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.50	3.50	2.84	2.56	2.87	2.60
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.50	3.50	3.64	3.49	3.67	3.49
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	4.00	3.12	2.96	3.15	3.00
4. STUDENT BEHAVIOR IN OUR SCHOOL	3.00	3.00	2.50	2.36	2.52	2.39
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.50	4.50	3.50	3.18	3.54	3.23
6. STUDENTS FREE FROM PHYSICAL THREATS	3.50	4.50	2.98	2.84	3.00	2.91
7. APPEARANCE OF BUILDING'S INTERIOR	4.50	4.00	3.50	3.09	3.54	3.13
8. HALLWAYS FREE OF LITTER	4.00	4.00	3.68	3.16	3.69	3.19
9. TEACHERS' ATTITUDES TO KIDS ARE POS	3.50	3.50	3.24	3.24	3.25	3.26
10. TEACHERS WORK TOGETHER ON DISC. PLAN	3.50	3.50	3.50	3.26	3.50	3.27
11. SUPPORT FROM AREA STAFF	3.50	2.00	3.38	2.82	3.38	2.79
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	4.50	3.12	2.69	3.15	2.77
13. ACADEMIC ACHIEVEMENT OF STUDENTS	2.50	3.50	2.69	2.89	2.69	2.91
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.50	3.50	3.14	3.29	3.16	3.30
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	3.50	4.00	3.46	3.42	3.46	3.45
16. TEACHERS INVOLVE ALL STUDENTS'	3.50	3.50	3.38	3.43	3.38	3.43
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	3.50	4.00	3.18	3.20	3.19	3.23
18. SCHOOL MONITORS STUDENT PROGRESS	4.00	4.00	3.24	3.05	3.27	3.09
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	3.50	4.00	2.84	2.78	2.87	2.83
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.50	4.50	3.10	2.75	3.12	2.83
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.50	4.00	3.90	4.00	3.92	4.00
MEAN OF ALL 21 ITEMS	3.71	3.79	3.24	3.08	3.25	3.11
DISCIPLINE ITEMS 1-6						
MEAN	3.83	3.83	3.10	2.90	3.12	2.94
NUMBER	2	2	50	45	52	47
ORGANIZATION ITEMS 7-12						
MEAN	3.83	3.58	3.40	3.05	3.42	3.08
NUMBER	2	2	50	45	52	47
ACHIEVEMENT ITEMS 13-21						
MEAN	3.56	3.89	3.22	3.22	3.23	3.24
NUMBER	2	2	50	45	52	47

SURVEY OF DISCIPLINE PROJECT SCHOOLS -- JANUARY VS MAY
MEAN RESPONSES BY SCHOOL -- ADMINISTRATORS AND TEACHERS

	ADMINISTRATORS		TEACHERS		TOTAL	
	JAN	MAY	JAN	MAY	JAN	MAY
SCHWAB						
1. EFFECTIVENESS OF DISCIPLINE PROCEDURES	3.50	3.25	2.25	2.44	2.30	2.50
2. CLARITY OF DISCIP. RULES AND PROCEDURES	4.50	3.25	2.94	3.04	3.00	3.06
3. CLARITY OF SCHOOLWIDE CONSEQUENCES	4.00	2.75	2.20	2.60	2.26	2.62
4. STUDENT BEHAVIOR IN OUR SCHOOL	2.50	2.25	1.69	1.88	1.72	1.90
5. ADMINIST. HELP WITH DISCIP. PROBLEMS	4.00	3.75	2.39	3.23	2.42	3.27
6. STUDENTS FREE FROM PHYSICAL THREATS	3.50	2.50	1.98	2.33	2.04	2.35
7. APPEARANCE OF BUILDING'S INTERIOR	3.50	2.50	3.10	3.02	3.11	2.98
8. HALLWAYS FREE OF LITTER	4.00	3.50	2.88	2.92	2.92	2.96
9. TEACHERS' ATTITUDES TO KIDS ARE POS	3.00	3.25	3.02	3.02	3.02	3.04
10. TEACHERS WORK TOGETHER ON DISC. PLAN	3.00	2.75	3.12	3.11	3.12	3.08
11. SUPPORT FROM AREA STAFF	3.50	3.00	2.74	2.79	2.77	2.81
12. EXTENT OF CHANGE DURING CURRENT YEAR	4.00	3.25	2.48	2.70	2.54	2.75
13. ACADEMIC ACHIEVEMENT OF STUDENTS	3.00	3.00	2.68	2.70	2.69	2.72
14. TEACHERS HIGH EXPECTATIONS FOR KIDS	3.00	3.00	3.06	2.85	3.06	2.87
15. COMMITMENT TO INSTRUCT. IMPROVEMENT	3.50	3.25	3.53	3.33	3.53	3.33
16. TEACHERS INVOLVE ALL STUDENTS	3.00	3.25	3.37	3.35	3.36	3.35
17. ACADEM. IMPROV. IS MAIN FOCUS OF SCHOOL	3.00	3.25	3.02	2.96	3.02	2.98
18. SCHOOL MONITORS STUDENT PROGRESS	3.50	3.25	2.82	3.02	2.85	3.04
19. STAFF MEETINGS ARE ON INSTRUCT. ISSUES	3.50	3.50	2.94	2.92	2.96	2.96
20. AMOUNT OF UNINTERRUPTED INSTRUCT. TIME	3.50	1.75	2.43	2.50	2.47	2.44
21. MY EXPECTATIONS FOR STUDENT ACHIEVEMENT	4.00	4.25	3.94	3.81	3.94	3.85
MEAN OF ALL 21 ITEMS	3.46	3.07	2.79	2.88	2.82	2.90
DISCIPLINE ITEMS 1-6						
MEAN	3.62	2.96	2.25	2.59	2.30	2.62
NUMBER	2	4	51	48	53	52
ORGANIZATION ITEMS 7-12						
MEAN	3.50	3.04	2.89	2.93	2.92	2.94
NUMBER	2	4	51	48	53	52
ACHIEVEMENT ITEMS 13-21						
MEAN	3.33	3.17	3.09	3.05	3.10	3.06
NUMBER	2	4	51	48	53	52

SECTION V
Summary Analysis
Twenty-three Discipline Project Schools
Student and Parent Perceptions

- In each of the three areas examined—climate, parent involvement and discipline—SIS student survey results for the Discipline Project schools showed less positive results in 1991 than in 1990, as well as less positive results compared to the system as a whole in 1991. On school climate, Midway and McKinley had the most positive student results of the elementary project schools. Eastern Hills and North Fairmount were the most negative. Merry Middle School had the most positive and Dater the most negative results of the junior/middle schools.

- For parent involvement, Anderson Place had the most positive student results and North Fairmount the most negative student perceptions. In the junior/middle schools, Peoples had the most positive ratings for parent involvement while Data had the most negative.

- School discipline was rated most favorably by Midway and Winton Place students and most negatively by North Fairmount. For junior/middle schools, Peoples again had the most positive results with the most negative found at Gamble middle school.

- Parent survey results were more positive in the areas of school climate and parent involvement and less positive regarding discipline than last year. Also, each year was rated more negatively by project schools than the remaining schools in the system.

- Parent attitudes regarding school climate were most positive at Anderson Place, least positive at Roosevelt. For junior/middle schools, Merry had most positive results followed by Gamble with the least positive.

- Regarding parent involvement, McKinley parents at the elementary level had the most positive attitudes and Winton Place the most negative of the project schools. Again, Gamble's parents had positive attitudes with Merry's parents being most negative at the junior/middle level.

- Parent attitudes toward discipline were the most positive at McKinley and Merry and least positive at North Fairmount and Gamble.

DISCIPLINE STUDY

Student

The SIS Student Survey, administered the week of March 18-22, 1991 to all students in the Cincinnati Public Schools in grades 3-12, was used to provide needed data on effective school climate, parent involvement and discipline.

Effective School Climate

Comparisons were made using the eight items in the effective school climate factor based on the subject schools' 1990 and 1991 results. Only 15 elementary schools were included. Winton Place, a primary school, was administered an abbreviated student survey that does not contain climate items.

Similar comparisons were made with the junior/middle school students. Seven schools were included in this set—Eastern Hills and Roberts students appear in both sets.

Average school results on these eight items for the subject schools showed losses on each of the eight items for the elementary schools. These average losses ranged from -0.20 percentage points for the second item, "My parents think I can be a good student," to -12.27 percentage points for Item 5, "I get my graded assignments back quickly." Table 1 depicts the changes, by item, for elementary and junior/middle students.

Junior/middle school student results showed losses on seven of the eight items. A gain was made in Item 3, "My parents see that I do my homework assignments."

Overall, students' view of effective school climate in the subject schools was less positive in 1991. Additionally, the average percent positive response for the subject schools was slightly less than the system (Elem., 74.7% vs. 76.4%; Jr./Mid., 62.3% vs. 64.4%).

Table 1. Climate Item Changes, 1990 to 1991, Student Survey.

Item	Elementary Total Change N=15 Schools	Average School Change	Jr./Middle Total Change N= 7 Schools	Average School Change
1. Most of my teachers seem to like being a teacher	- 25%	- 1.67%	-17%	-1.13%
2. My parents think I can be a good student	- 3	- 0.20	- 3	-0.43
3. My parents see that I do my homework assignments	- 19	- 1.27	+20	+2.86
4. My teachers tell me ahead of time what I will be learning	- 13	- 0.87	-40	-5.71
5. I get my graded assignments back quickly	-184	-12.27	-68	-9.71
6. My teachers give me extra help when I need it	- 40	- 2.67	-33	-4.71
7. My teachers tell me I can learn	- 25	- 1.67	-13	-1.86
8. My teachers praise me when I work hard	- 79	- 5.27	- 5	-0.71

Parent Involvement

The item, "My parents have visited my school this school year," was used to measure parent involvement.

Results of the elementary and junior/middle students in the study showed slight average losses (see Table 2). The average percent positive response for the subject schools was less than the system (Elem., 72% vs. 76%; Jr./Mid., 65% vs. 69%).

Table 2. Parent Involvement Item Changes, 1990 to 1991, Student Survey.

Item	Elementary Total Change N=15 Schools	Average School Change	Jr./Middle Total Change N= 7 Schools	Average School Change
1. My parents have visited my school this school year	-11	-0.73%	- 7	-1.0%

Discipline

Two SIS items were used to represent students' views on discipline. Study schools at both levels show slight average losses (see Table 3). The average positive responses were lower than the system as well (Elem., 40.9% vs. 46.5%; Jr./Mid., 27.7% vs. 33%).

Table 3. Discipline Item Changes, 1990 to 1991, Student Survey.

Item	Elementary Total Change N=16 Schools	Average School Change	Jr./Middle Total Change N= 7 Schools	Average School Change
1. Students at my school are usually well behaved in class	-24%	-1.5%	- 2%	-0.29%
2. There is good discipline in my school	-90	-5.63	-10	-1.43%

In summary, in each of the three areas examined—climate, parent involvement and discipline—SIS Student Survey results for the schools in the study showed less positive results in 1991 than in 1990, as well as less positive results compared to the system as a whole (see Appendix A).

Parent

The SIS Parent Survey, administered the week of April 29-May 3, 1991 to a random 50% sample of parents (grades K-12), was used to provide data on effective school climate, parent involvement and discipline.

Effective School Climate

Four SIS items were used for comparative purposes based on 1990 and 1991 results. Average school results showed gains at the elementary and junior/middle schools (see Table 4). Subject schools' average results for 1991 were less than the system (Elem., 80.2% vs. 83.3%; Jr./Mid., 70.8% vs. 74.8%).

Table 4. Climate Item Changes, 1990 to 1991, Parent Survey.

Item	Elementary Total Change N=16 Schools	Average School Change	Jr./Middle Total Change N= 5 Schools	Average School Change
1. Do you believe your child's teacher(s) help build his/her self-confidence?	+28%	+1.75%	+29%	+5.8%
2. Do you feel school is academically challenging for your child?	+ 4	+0.25	+ 7	+1.4
3. Do you know what is expected of your child in his/her classes at school?	+36	+2.25	- 2	-0.4
4. Do you monitor your child's homework assignments regularly?	+ 7	+0.44	-11	-2.2

Parent Involvement

Three items were used to measure parent involvement. By-school results are found in Appendices C and D. Average school results showed gains at the elementary and junior/middle schools (see Table 5). Compared to system results, the average positive response of the subject schools was less (Elem., 66.2% vs. 69.7%; Jr./Mid., 52.7% vs. 55%).

Table 5. Parent Involvement Item Changes, 1990 to 1991, Parent Survey.

Item	Elementary Total Change N=16 Schools	Average School Change	Jr./Middle Total Change N= 5 Schools	Average School Change
1. Have you visited your child's school this past school year?	+20%	+1.25%	+14%	+2.8%
2. Are you aware of opportunities to volunteer at your child's school?	+30	+1.88	+11	+2.2
3. Have you served as a volunteer at your child's school during this past school year?	+43	+2.69	+ 2	+0.4

Discipline

The item, "Do you feel there is good discipline at your child's school?" was used to measure parents' view of discipline. Average school results showed losses at both levels compared to 1990 results (see Table 6). Elementary and junior/middle parents also rated the item less positively than the system as a whole (Elem., 62.9% vs. 70%; Jr./Mid., 50.8% vs. 61%).

Table 6. Discipline Item Changes, 1990 to 1991, Parent Survey.

Item	Elementary Total Change N=16 Schools	Average School Change	Jr./Middle Total Change N= 5 Schools	Average School Change
1. Do you feel there is good discipline at your child's school?	-13%	-0.81%	- 3%	-0.6%

Parent data may be summarized as follows: more positive attitudes in the areas of school climate and parent involvement and slightly less positive attitudes regarding discipline than the previous year. Each of the three areas were rated less positive in 1991 than the system as a whole (see Appendix B).

PRE/REV/6/25/91

APPENDIX A

Table 7. Summary Student Data from SIS, 1990 and 1991.

	Effective School Climate Factor Average		Parent Involvement Factor Average		Discipline Factor Average	
	1990	1991	1990	1991	1990	1991
Elementary System Average	77.5%	76.4%	76.0%	76.0%	46.5%	46.5%
Discipline Study Schs. Avg.	78.0	74.8	72.9	72.2	44.4	40.9
Anderson Place	75.4	75.0	81.0	84.0	47.5	49.0
Central Fairmount	77.0	72.8	68.0	70.0	36.0	45.5
Clifton	74.4	77.5	72.0	65.0	40.0	44.0
Chase	77.0	76.3	61.0	66.0	33.0	32.0
Eastern Hills (4-6)	68.9	65.6	76.0	77.0	36.0	27.0
Hyde Park	79.8	72.8	69.0	80.0	53.5	37.5
McKinley	83.8	82.0	80.0	70.0	57.5	48.0
Midway	78.5	84.4	78.0	76.0	56.5	63.0
Mt. Airy	86.4	77.4	88.0	77.0	56.0	40.0
North Fairmount	71.4	65.8	64.0	62.0	25.5	24.0
Parham	79.1	77.8	80.0	74.0	36.0	40.5
Roberts (4-6)	82.9	70.9	69.0	71.0	51.0	36.0
Rockdale	77.0	74.3	81.0	78.0	45.5	36.5
Roosevelt	78.5	72.5	74.0	67.0	40.0	34.0
Windsor	80.0	76.4	53.0	66.0	36.0	35.5
Winton Place*	—	—	—	—	60.5	62.5
Jr./Middle System Average	65.6	64.4	70.0	69.0	34.0	33.0
Discipline Study Schs. Avg.	65.2	62.3	66.4	65.4	28.6	27.7
Dater	61.3	58.6	64.0	60.0	28.5	25.5
Gamble	64.3	61.5	71.0	63.0	30.0	20.5
Merry	67.3	65.5	69.0	64.0	28.5	29.5
Peoples	64.9	63.9	67.0	74.0	24.0	32.5
Schwab	63.4	63.9	59.0	61.0	18.5	27.5
Eastern Hills (7-8)	69.3	62.4	64.0	66.0	36.5	30.5
Roberts (7-8)	65.9	60.5	71.0	70.0	34.0	28.0

*3rd Grade

APPENDIX B

Table 8. Summary Parent Data from SIS, 1990 and 1991.

	Effective School Climate Factor Average		Parent Involvement Factor Average		Discipline Factor Average	
	1990	1991	1990	1991	1990	1991
Elementary System Average	82.5%	83.3%	68.0%	69.7%	70.0%	70.0%
Discipline Study Schs. Avg.	79.1	80.2	64.3	66.2	63.9	62.9
Anderson Place	82.0	84.5	69.7	69.7	68.0	70.0
Central Fairmount	75.8	75.3	61.7	64.0	64.0	60.0
Clifton	80.3	79.3	68.0	67.3	79.0	69.0
Chase	74.8	78.8	56.3	54.3	52.0	49.0
Eastern Hills (4-6)	83.0	82.8	65.3	69.7	63.0	55.0
Hyde Park	74.3	82.0	63.7	64.0	79.0	69.0
McKinley	79.3	78.3	78.3	77.6	57.0	84.0
Midway	82.5	80.8	73.0	70.0	78.0	75.0
Mt. Airy	80.5	82.0	69.7	71.6	64.0	65.0
North Fairmount	76.0	75.5	54.7	64.7	49.0	45.0
Parham	82.3	76.3	68.7	65.3	62.0	65.0
Roberts (4-6)	83.0	82.0	63.0	64.0	72.0	64.0
Rockdale	75.3	81.8	59.0	63.7	56.0	63.0
Roosevelt	80.5	65.0	58.7	66.3	61.0	50.0
Windsor	79.0	79.5	59.3	67.3	64.0	59.0
Winton Place*	76.3	83.5	59.7	60.0	54.0	65.0
Jr./Middle System Average	73.3	74.8	52.3	55.0	59.0	61.0
Discipline Study Schs. Avg.	69.2	70.8	50.8	52.7	51.4	50.8
Dater	74.3	67.8	52.3	52.7	57.0	50.0
Gamble	65.0	63.5	51.0	57.7	58.0	36.0
Merry	72.3	77.3	49.3	49.3	57.0	61.0
Peoples	67.5	71.3	51.3	50.7	50.0	51.0
Schwab	66.8	74.3	50.3	53.0	35.0	56.0

*3rd Grade

SECTION VI
Summary Analysis
Twenty-three Discipline Project Schools
Student Discipline/Behavior Checklist

- For the total 23 schools the average responses to the items concerning student behavior and school rules were increased from 90% to 91% positive.

- The average percent of positive responses to the 18 elementary schools' checklist items increased from 93% to 95% positive.
- For the five middle/junior high schools the average responses given to the schools' checklist items decreased from 81% to 76% positive. Clearly more work continues to be needed in this area of discipline.

- In Area I each of the five schools received an average positive response of 100%. The Area I schools include three elementary schools (Central Fairmount, Midway and Roberts) and two junior/middle schools (Dater Junior High School and Gamble Middle School).

- For four schools in Area II MAST/MAIT teams rated positive all discipline/behavior items on the checklist. The schools are Clifton, Mt. Airy, Pleasant Hill and Winton Place Elementary Schools.

- In Area III five elementary schools, Anderson Place, Eastern Hills, Hyde Park, McKinley and South Avondale, received 100% positive responses to their checklist in the fourth quarter. Eastern Hills experienced the greatest change, going from 67% to 100%.

Student Discipline/Behavior Checklist Summary

Each school designed its own discipline plan and developed a checklist to reflect the discipline plan. Checklist items covered student behavior and staff duties to assist students in improving their behavior. The number of items on a checklist included as few as 8 to as many as 34 items. Items are marked either positive or negative.

A Mobile Area Support Team (MAST) and a Mobile Area Impact Team (MAIT) are assigned to each school. One of these teams visits the school periodically and evaluates the school's discipline plan with the checklist. The purpose of the MAIT/MAST team visit is to identify areas where the school is succeeding and areas where help is needed. In January, individual checklist data for each school from previous MAIT/MAST team visits were furnished by the three administrative areas for the Interim Report on the Discipline Pilot Project. And checklist data from MAIT/MAST visits during the fourth quarter of the year provided a second set of data.

One school, Parham Elementary, was not evaluated in the Interim Report. Parham re-designed its discipline plan during the second quarter. Checklist data on Parham's new discipline plan were furnished from three MAIT/MAST team visits during the fourth quarter.

To evaluate the fifth outcome, checklist items dealing with student behavior and school rules, not staff duties, were examined for each school. The percent of these items marked positive by the MAIT/MAST team was calculated and·is used as the measure of success in both increasing the number of students who follow school rules and reducing disruptive student behavior and rule infractions.

In Table 1 are the summary data for the 18 elementary schools and the five middle/junior high schools, grouped by the administration area. The data are listed for the Interim Report in January and for the fourth quarter MAIT/MAST team visit.

Table 1. Percent of Positive Responses to Individual Schools' Student Discipline Checklist By the MAST/MAIT Team By School Level.

			Percent Positive Responses		
School Level	Area	Number of Schools	Interim Report	Fourth Quarter	Percent Change
Middle/Junior High	I	2	85%	100%	+18%
	II	1	92%	69%	-25%
	III	2	72%	56%	-22%
Subtotal		5	81%	76%	-6.2%
Elementary	I	3	92%	100%	+8.7%
	II	6	94%	96%	+2.1%
	III	9	92%*	93%	+1.1%
Subtotal		17	93%*	95%	+2.2%
TOTAL		23	90%*	91%	+1.1%

*No data on one school.

For all 23 schools the average responses to the checklist items concerning student behavior and school rules were 91% positive during the fourth quarter MAIT/MAST team visits. The average percent of positive responses to the 18 elementary schools' checklist items was 95%, while for the five middle/junior high schools it was 76%.

These summary data represent a more positive response over the Interim Report data for the 18 elementary schools in all three administrative areas. Middle/junior high school data show a decrease in positive responses to the three schools in areas II and III and an increase for the two Area I schools.

In Area I the three elementary schools and the two middle/junior high schools received the highest average positive response of 100% for the fourth quarter (Table 1).

Table 2 shows the percent of positive responses for each of the five schools in Area I for the interim report data and for the fourth quarter data. All schools increased their positive ratings to 100%. Both Dater Junior High and Gamble Middle Schools increased the previous rating by 18%. The increase for the three elementary schools (Central Fairmount, Midway and Roberts) ranged from approximately eight percent to almost ten percent.

The number of items which reflect student behavior/discipline, as well as the number of items marked positive, are summarized in Table 2 for Area I. Similar data are reported in succeeding tables for Area II and Area III.

Table 2. Percent of Items Marked Positive on Discipline Checklist for Participating Schools in Area I.

School	Date of Early Visit	No. of Items*	No. of Positive Items	Percent Positive	Date of Late Visit	No. of Items*	No. of Positive Items	Percent Positive	Percent Change
Dater Jr. High	12/10/90	13	11	85%	5/21/91	13	13	100%	+18%
Gamble Middle	10/29/90	13	11	85%	5/20/91	13	13	100%	+18%
Subtotal Jr. High/ Jr./Middle Schs.				85%				100%	+18%
Central Fairmount	12/13/90	12	11	92%	5/21/91	12	12	100%	+8.7%
Midway	11/6/90	15	14	93%	5/8/91	15	15	100%	+7.6%
Roberts	11/27/90	11	10	91%	5/22/91	11	11	100%	+9.9
Subtotal Elem. Schools				92%				100%	+8.7%
TOTAL				89%				100%	+12%

*Number of items on the discipline checklist related to student discipline/behavior.

In Table 3 are summarized the percent of positive responses by date for each of the seven schools in Area II. Schwab Middle School dropped in its positive ratings from 92% to 69% which represents a 25% decrease.

Four elementary schools which had earned 100% positive responses continued to receive 100% positive responses from the fourth quarter MAIT/MAST team visit. These schools are Clifton, Mt. Airy, Pleasant Hill and Winton Place. Bond Hill improved its rating from an average positive response of 75% to one of 85%. Chase Elementary School received a rating of 92% each time.

Table 3. Percent of Items Marked Positive on Discipline Checklist for Participating Schools in Area II.

School	Date of Early Visit	No. of Items*	No. of Positive Items	Percent Positive	Date of Late Visit	No. of Items*	No. of Positive Items	Percent Positive	Percent Change
Schwab Middle Sch.	10/3/90	13	12	92%	3/14/91	13	9	69%	-25%
Bond Hill	9/28/90	20	15	75%	4/5/91	20	17	85%	+13%
Chase	1/16/91	13	12	92%	4/4/91	13	12	92%	0%
Clifton	10/5/90	16	16	100%	4/2/91	16	16	100%	0%
Mt. Airy	10/11/90	9	9	100%	4/22/91	9	9	100%	0%
Pleasant Hill	10/8/90	9	9	100%	4/25/91	8**	8	100%	0%
Winton Place	10/15/90	14	14	100%	4/23/91	13**	13	100%	0%
Subtotal Elem.				94%				96%	+2.1%
TOTAL				94%				92%	-1.7%

*Number of items on Discipline Checklist related to student discipline/behavior.
**Additional items but no data reported.

In Table 4 are reported the percent of positive responses by date for each of the ten schools in Area III. Parham was in the process of re-designing its Discipline Action Plan as well as its checklist at the time of the Interim Report. Consequently there are no Parham data in the Interim Report, but three visits are reported in the fourth quarter.

Both middle schools received a decrease in the average percent of positive responses. Merry Middle School received a percent change of -12%, going from an average positive response of 57% to one of 50%. Peoples Middle School experienced the greatest percent change of all middle/junior high schools—a -25%. The earlier percent of positive responses was 88%; the fourth quarter percent was 62%.

Table 4. Percent of Items Marked Positive on Discipline Checklist for Participating Schools in Area III.

School	Date of Early Visit	No. of Items*	No. of Positive Items	Percent Positive	Date of Late Visit	No. of Items*	No. of Positive Items	Percent Positive	Percent Change
Merry Middle Sch.	10/8/90	14	8	57%	5/9/91	14	7	50%	-12%
Peoples Middle Sch.	9/10/90	17	15	88%	5/20/91& 5/21/91	16**	10	62%	-30%
Subtotal Mid. Schs.				72%				56%	-22%
Anderson Place	12/13/90	7	7	100%	5/21/91	7	7	100%	0%
Eastern Hills	10/19/90	9**	6	67%	5/20/91	9**	9	100%	+49%
Hyde Park	11/27/90	15	14	93%	5/20/91& 5/21/91	15	15	100%	+7.5%
McKinley	11/29/90	8	8	100%	5/20/91	7**	7	100%	0%
Parham			NO DATA		4/25/91	10**	8	80%	Avg. of 79%
					5/17/91	9**	9	100%	
					5/20/91	11**	5	56%	
Rockdale	12/4/90	14	14	100%	5/17/91	6**	5	83%	-17%
Roosevelt	10/4/90	15	14	93%	4/18/91	15	15	100%	+7.5%
South Avondale	12/5/90	20	20	100%	5/17/91	9*	9	100%	0%
Windsor	11/20/90	21**	17	81%	4/4/91	21**	20	95%	+17%
Subtotal Elementary				92%				93%	+1.1%
TOTAL				88%				86%	+2.3%

*Number of items on Discipline Checklist related to student discipline/behavior.
**Additional items, but no data reported.

Of the nine elementary schools, three schools (Anderson Place, McKinley and South Avondale) continued to receive 100% positive responses to their checklist items in the fourth quarter. Three other schools which earned 100% positive responses are Eastern Hills, Hyde Park and Roosevelt. Rockdale, which had received 100% positive response, was the only Area III elementary school to receive a decreased rating, 83%. The five schools which received an increase in their percent positive responses ranged from a change of over seven percent to a high of 49%. Eastern Hills experienced the 49 percent change from 67% to 100%.

Parham's Discipline Action Plan was evaluated with its Discipline Checklist three times in the fourth quarter. The first time the percent of positive responses was 80%, the second time 100% and the third time 56%. To include the Parham data in Area III calculation, the three percent positive responses were computed for an average of 79%.

SECTION VII
Summary Analysis
Twenty-Three Discipline Project Schools
(Student Achievement)

Overall reading achievement improved from 1989-90 in the Discipline Project Schools. Gains were clearly in evidence at the elementary level and at Peoples Middle School. Remaining junior/middle and four elementary schools experienced losses in the percentage of students at and above national norm.

Winton Place, Mt. Airy and McKinley Elementary Schools had significant increases in reading achievement.

Table 1. Reading Achievement for Selected Schools in Area I, 1989-90 and 1990-91

School	1989-90	1990-91	1989-90 to 1990-91 Change
Middle/Jr. High Schools			
Dater	39.2%	30.5%	-8.7%
Gamble	23.1	20.8	-2.3
Elementary Schools			
Central Fairmount	29.2%	30.9%	+1.7%
Midway	50.3	53.0	+2.7
Roberts	30.6	34.8	+4.2

Table 1 shows that all three elementary schools had gains in reading achievement based on the percent of students at and above the national norm. The two Middle/Jr. High Schools experienced losses. Dater Jr. High had the most dramatic decrease in reading achievement for Area 1 schools as well as other Middle/Jr. High project schools.

Table 2. Reading Achievement for Selected Schools in Area 2, 1989-90 and 1990-91

School	1989-90	1990-91	1989-90 to 1990-91 Change
Middle/Jr. High Schools			
Schwab	20.6%	19.6%	-1.0%
Elementary Schools			
Bond Hill	29.9%	26.0%	-3.9%
Chase	21.6	20.5	-1.1
Clifton	43.9	44.9	+1.0
Mt. Airy	31.7	40.1	+8.4
Pleasant Hill	37.9	41.0	+3.1
Winton Place	15.3	30.3	+15.0

Mt. Airy and Winton Place had significant increases in the percent of students at and above national norm in reading. In absolute values, Clifton (44.9), Mt. Airy (40.1) and Pleasant Hill (41.0), all did well.

Table 3. Reading Achievement for Selected Schools in Area 3 , 1989-90 and 1990-91

School	1989-90	1990-91	1989-90 to 1990-91 Change
Middle/Jr. High Schools			
Merry	9.2%	7.1%	-2.1%
Peoples	19.7	22.2	+2.5
Elementary Schools			
Anderson Place	36.0%	38.7%	+2.7%
Eastern Hills	28.4	27.7	-0.7
Hyde Park	38.1	39.7	+1.6
McKinley	20.0	30.7	+10.7
Parham	27.2	30.3	+3.1
Rockdale	19.7	23.6	+3.9
Roosevelt	16.8	14.8	-2.0
South Avondale	27.0	23.0	-4.0
Windsor	29.3	34.7	+5.4

Peoples Middle school was the only school at this organizational level to record achievement gains. At the elementary level, McKinley and Windsor made sizeable increases in the percent of students at and above the national norm. Area 3 results were similar to the other two areas.

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STUDIES AND COMPARATIVE DATA ON STUDENT DISCIPLINE STATISTICS

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STUDIES AND COMPARATIVE DATA ON STUDENT DISCIPLINE STATISTICS

EXECUTIVE SUMMARY

This report contains a summary of findings from four separate studies on student discipline. The studies included a review of the literature on racial disparities in disciplinary actions, an indepth analysis of student suspensions in the Cincinnati Public Schools during the 1990-91 school year, a comparison of student suspension data from other large school systems in Ohio, and a special study of student suspensions designed to search for possible racial bias in disciplinary actions. The overriding purpose for this report is to bring pertinent data and information to bear on the topic of student suspension data and especially on racial disparities in these statistics. It is hoped that the information in this report will be useful in efforts to study the causes of and to determine solutions to these disparities.

Findings From the Review of Literature

From a brief review of the literature on student discipline, it was determined that:

a. It is very common in school districts across the country for black students to be suspended at a rate higher than that for students of other races.

b. In recent years, average suspension rates for black students across a large sample of school districts have been about twice the rate for students in other racial groups.

c. No clear statements identifying causes of racial disparities in suspension rates were found in the literature examined.

d. Some possible reasons for the disparities as suggested by researchers include:

   1. ambiguities in discipline policy statements,
   2. overreaction of teachers to the behavior of black students,
   3. cultural differences between black students and their teachers,
   4. too much individual discretion in discipline policies,
   5. the change process as schools become desegregated,
   6. general insensitivity of white teachers and administrators,
   7. frustration by black males with lack of success in school, and
   8. behavior and self-concept differences between black and white students.

e. Recommendations for reducing the disparity included such actions as:

   1. conducting a thorough review of discipline policies,
   2. development of clear and unambiguous discipline policies,
   3. reduction of individual discretion in the application of discipline,

4. providing disciplinary alternatives to suspension for less serious student offenses,
5. involvement of black students, parents, teachers, and community members in efforts to reduce the racial disparities, and
6. examination of disciplinary practices in schools which differ widely in the extent of observed racial disparities in student suspension rates.

Findings From the Analysis of 1990-91 Student Suspension Data for the Cincinnati Public Schools

An indepth analysis of computerized student suspension records was conducted to determine the suspension rates on a percentage basis for both black and white (and other) students. Results of this analysis indicated that:

a. A total of 6,669 individual students received at least one suspension during the school year. This represented 13.6% (about one in seven) of all students in the school system at any given time. Nearly 40% of these students received more than one suspension during the year.

b. A total of 16.1% of all black students received at least one suspension compared to a figure of 8.2% for all white students in the school system.

c. The difference of 8 percentage points between black and white suspension rates was an increase over the figures of 6% for 1988-89 and 7% for 1989-90.

d. Considerable variation between schools was found in suspension rate differences between black and white students.

Findings From a Survey of Other Large School Systems in Ohio

A survey of the ten largest school districts in Ohio was conducted in 1990 for the purpose of obtaining comparative data on student suspensions. Major findings from this survey included the following.

a. The number of student suspensions in the Cincinnati Public Schools was not unusually high by comparison when the size of student enrollment was considered.

b. The percentage of suspensions given to black students in the Cincinnati Public Schools was not unusually high in comparison with other districts.

c. The Cincinnati Public Schools were high on the percentage of suspensions administered to elementary and middle school students.

Findings From the Indepth Review of Student Suspensions

An indepth review of a sample of 1,425 suspensions administered during the Fall of 1990 was conducted in an effort to search for possible racial bias in the application of student discipline. More specifically, the review was conducted to determine whether any strong evidence of bias on the part of district staff members against students of a different race could be found.

A detailed questionnaire was completed and submitted by school staff members for each student suspension administered during the five-week study period. The data and information were entered into a computer file which allowed many separate breakdowns and cross-tabulations of the data to be conducted. Major findings from this study were as follows.

a. Nearly one-half of all student offenses leading to a suspension were committed in the classroom with the school hallway having the second highest frequency.

b. No apparent racial bias against black students was found when the race of the administrator assigning the suspension was considered. It was found, however, that a slightly higher than expected percentage of suspensions of white students were assigned by white administrative staff members.

c. No apparent racial bias against black students on the part of white staff members was found overall when the race of the individual reporting the student misbehavior was considered. Black staff members reported misbehaviors by black students at higher than expected rates based upon staff racial percentages.

d. No clear association was found between race of the misbehaving student and the severity of the misbehavior.

e. Ratings by external reviewers indicated that as many as one-fourth of all suspensions may not be appropriate given the nature of the student offense as described by staff members. No association was found between the race of the student suspended and the appropriateness of the suspension as rated by the external reviewers.

Recommendations

Based upon the data and information generated during this study, the researcher makes the following recommendations.

a. A study should be designed and conducted to identify causes of and to generate solutions to the racial disparities in the school system's statistics on student suspensions.

b. A review of student discipline policies and procedures should be conducted to determine whether more specificity in the wording of policies is needed and whether the level of individual discretion in the application of disciplinary policies and procedures is appropriate.

c. Programs should be designed and conducted to better acquaint school district staff members with the culture and background of all student groups in the school system.

d. Alternatives to out-of-school suspensions should be found for less serious student misbehaviors.

e. A study should be designed and conducted to determine if

    (1) disciplinary procedures in schools with low rates of racial disparities differ from those in schools with a high racial disparity, and

    (2) some disciplinary procedures in low disparity schools could be consistently applied in all schools.

PART ONE - REVIEW OF LITERATURE ON RACIAL DISPARITIES IN DISCIPLINARY ACTIONS AGAINST STUDENTS

A brief review of literature on this topic was conducted in an effort to determine the extent to which racial disparities were prevalent in other school systems. A secondary purpose was to determine approaches that had been effective in eliminating such discrepancies. It was found during this review that various journal articles and publications abound on the topic of student discipline but very few articles were obtained that focused specifically on the topics of primary interest. The pertinent articles that were obtained and reviewed are discussed in this section.

Racial Disparities in Student Discipline

Although only a small number of references were obtained specific to this topic, enough information was collected to indicate that it is very common in school districts across the country for black students to be suspended at a rate higher than that for students of other races. The most comprehensive data on student disciplinary rates is collected biannually by the U.S. Department of Education's Office of Civil Rights which surveys a sample of about 20% of all school districts. In more recent years, a report on this data has been prepared by the National Coalition of Advocates for Students (NCAS) located in Boston, Massachusetts. In their most recent report (National Coalition of Advocates for Students, 1988), data on the number and percentage of students suspended by race were presented in such a way that comparisons could be made between districts. A review of the data indicated that the average percentage of black students suspended in 1986 in districts surveyed was 9.1% compared to 4.5% for Hispanic students, 4.1% for both white and American Indian students, and 2.3% for Asian students. Thus, the rate of suspensions for black students was at least twice as high as the rates for students in other racial groups.

Statistical reports prepared by some school districts were found to further document the fact that black students tend to be suspended at higher rates across the country. A report on student suspensions in 1985 in the San Diego City Schools (Knowles and Ottinger, 1986) indicated that black students in that school system were assigned over 30% of all suspensions while only 16% of all students were black. This report indicated that 77% of all suspensions in the district were administered to males.

A report on the Baltimore City Schools (Howe, 1988) indicated that 90% of all suspensions in that school system during the time period from 1984 through 1987 were administered to black students, and 69% of all suspensions were administered to black males. A follow-up study on suspended students revealed that 47% were no longer enrolled in the school system two years after the suspension (only 12% were in grade 11 or 12 at the time of suspension). Results from a study (Hawkins, 1988) of multiple suspendees in the Montgomery County Public Schools revealed that black students received multiple suspensions at least twice the rate of any other student group in the school system.

These references are sufficient to document that racial disparities in student discipline matters and especially student suspensions are fairly common in large city [illegible] systems across the country. It is also clear from these reports that [illegible] students tend to be suspended at higher rates than non-black students. Ma[illegible]tional references to this phenomenon were found in the literature but [illegible] not included in this particular report due to a focus on examining the magnitude of the disparity.

Causes and Recommended Solutions to Racial Disparities

While many references exist in the literature to document the widespread occurrence of racial disparities in student discipline, relatively few articles were obtained which summarized research on this topic and pinpointed likely causes of the discrepancies. After summarizing some of the literature on this topic, Farrell (1984) states that "This complex problems [of racial disparity in disciplinary measures] has defied explanation and remedy". Although this statement seven years later is still more true that false, findings from some research efforts have led researchers to suggest some possible causes. These causes tend to cluster into three areas: policies on student discipline, school factors, and student behavior and characteristics. Summaries of research findings under these general headings are presented below.

Policies on Student Discipline

There seems to be some general agreement among researchers that ambiguities in discipline policies can contribute to racial disparities. Irvine (1990) goes so far as to say that discrimination in disciplinary practices occurs because there are no absolute definitions of disorderly behavior. Irvine cited some research which indicated that black students in desegregated schools were suspended for subjective rather than objective offenses and that teachers tend to overreact to the behavior of black students and particularly black male students.

Other authors have made similar statements about the need for clear and unambiguous policies which serve as guidelines for school staff members. Farrell (1984) points out that "...the discretionary aspects of disciplinary practices, coupled with cultural differences between black students and their teachers, explain in large part, the racial disparity in disciplinary measures." Williams (1989), an attorney who has worked directly with student discipline matters in public schools, has indicated that too much individual discretion in discipline policies could well contribute to racial disparities in discipline. He recommends that school districts conduct a thorough review of its policies and that questions such as the following be considered as part of this review.

a. Do the policies contain clear definitions of the conduct being prohibited?

b. Do the definitions provide sufficient information to permit staff to distinguish among similar forms of misconduct?

c. Do the policies distinguish between fighting and battery?

d. Do the policies provide for disciplinary alternatives to suspension for the less serious offenses for which the suspension rate of black students is disproportionately high?

Thomas (1988) also points out the importance of clear discipline policies. He noted that it is important to separate trivial, but annoying, discipline problems from serious or criminal behavior. Thomas described a discipline code containing three levels of offenses with differing punishments:

- Level One - Minor disturbances, cheating, and tardiness. These types of offenses were usually handled by the individual staff member.
- Level Two - Disrespect or insubordination, forgery, petty stealing, and fighting (horseplay, scuffling, shoving). These offenses usually require action by building administrators.
- Level Three - Possession of weapons or drugs, arson, deliberately causing physical injury to another person, and sexual misconduct. These acts always require administrative action and sometimes the intervention of law enforcement authorities.

Thomas noted that discipline must be considered a part of the "curriculum" of the school and that it must be initiated from the central office but contain some latitude for differences among students, classrooms, and schools.

School Factors

It seems clear from the literature that certain school related factors and conditions can contribute to racial disparities in disciplinary matters. Thomas (as cited above) summarizes this by saying that "Life within the school teaches discipline or the lack of it ...". Uchitelle et. al. (1989) who were concerned with the high rate of black student suspensions in a particular set of schools pointed out that there must be a commitment from the school before efforts to reduce suspensions would be successful.

A number of authors (for example, Thornton and Trent [1988] and Farrell [1984]) indicate that an association exists between racial disparities and various aspects of school desegregation. Thornton and Trent in particular state that black students often experience increased suspension rates as they enter traditionally white schools and this increase is even higher in higher status schools.

Farrell states a belief that the racial disparity in disciplinary sanctions can be traced in part to a mismatch in teacher and student cultural backgrounds. He cited a study by Kritels which indicated that many white teachers view the newly desegregated black students as threats to their classroom environments and a report by the U.S. Commission on Civil Rights indicating that the general insensitivity of white teachers and administrators is a factor in causing high suspension rates for black students.

Many authors make reference to the fact that schools often differ widely within the same school district in the magnitude of any racial disparity in discipline. Bennet and Harris (1982) state that the extent of the disparity depends largely upon school and staff characteristics. These researchers found that schools with high and low disparities differed on such factors as student attitude toward school, student assessment of the fairness of punishment, and administrative support for school desegregation. These authors and others have suggested that differences between high and low disparity schools should be examined as a part of efforts to reduce the disparity.

Student Differences

While this brief review of the literature did not start with the goal of searching for differences in behavior between students of different races, some references were found on this topic. The more pertinent articles to the topic of racial disparities are discussed briefly below.

Bennett and Harris (1982) reported on a study of students who were found to be disruptive in school. They found that these students possessed a strong sense of personal efficacy and come to school with positive feelings about school. These students did not, however, hold a strong sense of personal efficacy concerning the school. The authors speculated that the contrast in feelings of personal and school efficacy may help explain the disproportionate number of males who are suspended and expelled from school. In addition, these researchers stated the possibility that males experience greater frustration with lack of success in school with subsequent "acting out" behavior due to their high sense of personal efficacy.

Damico and Scott (1985) reviewed the literature on behavior differences between black and white females. They found that black and white females have a lot in common in the early years of school, but black females tend to acquire an increasingly lowered academic self-concept and greater social isolation the longer they attend school. The authors attributed some of the causes to teachers who often unknowingly demonstrated behaviors that exacerbated the problem of lowered academic self-concept among black females.

Williams (1989) acknowledges the possibility that behavior differences may contribute to the problem of racial disparities in disciplinary actions. He notes that activities necessary to improve the behavior of black students will involve efforts that address those behavior differences. Williams states his personal belief that activities necessary to address the proportion of disciplinary actions that may be due to behavior differences will not succeed unless specific consideration is given to the culture and needs of these students. He suggests that black students, parents, teachers, and community representatives be used as resources in efforts to address these differences. Williams notes clearly, though, that there is a dearth of programs and strategies specifically designed to address disciplinary disparities.

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PART TWO - ANALYSIS OF STUDENT SUSPENSION DATA FOR 1990-91

Presented in this section is a summary of findings from a special analysis of student suspension data. The analysis was completed from computerized records of student suspensions which allowed the preparation of unduplicated counts of student suspensions. Under this process, the analysis was focused on the number of students suspended at least once during the school year as opposed to focusing solely on the total number of suspensions during the year without considering the fact that some students received more than one suspension.

Number of Students Suspended

The number of students suspended at least once during the 1990-91 school year totaled 6,669 or 13.6% of all students in the school system according to October, 1990 student enrollment counts. Of this total 5,144 (77.1%) were black and 1,525 (22.9%) were white or other. (Others are included as white in the remainder of this report.) Additional breakdowns of the data are shown in Table 1.

An additional analysis indicated that 32% of the elementary students (K-6) and 42% of the secondary students who were suspended had received more than one suspension during the year. Out of the total group of 6,669 students, 39% were suspended more than once. Overall, the average was 1.75 suspensions for students in this total group. This rate was 1.54 for elementary students and 1.84 for secondary students.

Table 1. Unduplicated Count of Students Suspended During the 1990-91 School Year by Race and Gender.

Student Grade Level	Black			White			Overall Total
	Female	Male	Total	Female	Male	Total	
K-6	431	1,097	1,528	69	320	389	1,917
7-12	1,338	2,278	3,616	319	817	1,136	4,752
Totals	1,769	3,375	5,144	388	1,137	1,525	6,669

Percentage of Students Suspended

As stated previously, a total of 13.6% of all students in the school system were suspended at least once during the 1990-91 school year. A percentage breakdown of this group by race and gender and by school level is shown in Table 2. These percentages are based on the total number of students in each category as determined from student enrollment counts taken in October of each school year. Also included in this table is a set of comparative data from the previous two school years.

It can be seen from the data in Table 2, that considerable variation exists between the categories displayed in the table. It can also be seen that in most cases the percentages are higher for black students and that the percentages increased during the 1990-91 school year as compared to previous years.

Comparison of Black and White Suspension Rates

Based on the data in Table 2, it is possible to compare in a meaningful and valid way the suspension rates for black and white students. The procedure used for these comparisons consisted simply on subtracting the percentage for white students in a particular category (such as white males in junior/middle schools) from that percentage for black students in the same category. The result has been termed the 'Black - White Suspension Index' in the literature on student discipline, and this statistic indicates the extend to which the rates of suspension differ between the races. A positive value would occur whenever the rate for black students exceed that for white students.

Table 2. Percentage of Students Suspended by Race and Gender, 1988-89 through 1990-91.*

School Level	Black Students								
	Female			Male			Total		
	1989	1990	1991	1989	1990	1991	1989	1990	1991
Elementary	4.6%	4.7%	5.3%	10.6%	11.2%	11.5%	7.7%	8.1%	8.4%
Junior/Middle	26.1%	28.1%	33.6%	39.1%	42.9%	51.0%	33.0%	36.0%	42.3%
Senior High	15.6%	15.0%	17.6%	29.7%	27.9%	32.5%	22.5%	21.5%	24.6%
Totals	10.0%	10.0%	11.5%	18.8%	19.2%	21.1%	14.5%	14.7%	16.1%

School Level	White Students								
	Female			Male			Total		
	1989	1990	1991	1989	1990	1991	1989	1990	1991
Elementary	1.9%	1.5%	1.4%	6.5%	5.5%	5.6%	4.2%	3.5%	3.7%
Junior/Middle	16.3%	20.1%	20.5%	37.5%	36.4%	39.9%	27.2%	28.6%	31.9%
Senior High	7.7%	5.6%	5.6%	16.9%	15.1%	16.4%	12.4%	10.4%	11.2%
Totals	4.7%	4.3%	4.2%	11.9%	11.0%	11.4%	8.4%	7.8%	8.2%

* Percentages shown in this table are based on the count of students enrolled as of October of each school year.

Presented in Table 3 is a summary of these comparisons for the last three school years. It can be seen from these data that this index is a positive value at each school level and that the value did increase in magnitude during the 1990-91 school year. Since the index itself is independent of any changes in the overall percentage of black or white students in the district and since the ideal would be to have an index value of zero in each category, the fact that these values are positive and seem to be increasing should be a cause for concern and additional study.

Table 3. Black - White Suspension Index Values by School Level*

School Level	School Year		
	1988-89	1989-90	1990-91
Elementary	3.4%	4.5%	4.6%
Junior/Middle	5.8%	7.4%	10.4%
Senior High	10.2%	11.1%	13.5%
Totals	6.1%	7.0%	8.0%

* The index value is computed by subtracting the percentage of all white students in a particular category who were suspended from the percentage of all black students in that same category who were suspended. For example, the value of 10.4% shown for Junior/Middle students in 1990-91 was computed by subtracting 31.9% from 42.3% as shown in Table 2. Rounding to the nearest tenth of a unit can affect the number in the first decimal place.

Index values for each school have also been reported, and these data are included as appendix 1. A quick review of this information will indicate that the index value does vary considerably between schools. Some follow-up investigation of schools with widely disparate index values is recommended as a means of identifying reasons to explain the magnitude of the systemwide index values.

Comparisons of these index values with other school districts is difficult due to the lack of comparable data. Perhaps the best comparative data available at this time is contained in a report published by the National Coalition of Advocates for Students (NCAS) which is located in Boston, Massachusetts. This report is entitled "A Special Analysis of 1986 Elementary and Secondary School Civil Rights Survey Data (an undated report)". The report contains many breakdowns of data by race for the 100 largest school districts which were included in a 20% sampling of all districts in the country.

The Black - White Suspension Index values presented in this report ranged from a high of 17.6% to a low of -3.4% with an average of 4.1%. The index value reported in 1986 for Cincinnati Public Schools was 4.68% which ranked 43 out of the 100 largest school districts. A copy of this part of the NCAS report is presented in Appendix 2.

Although the Office of Civil Rights conducts a survey of school district data on a two-year cycle, a report has not yet been issued by the NCAS on an analysis of the data collected in 1988. That report should be published in the near future, and better data comparisons will be possible at that time.

An additional method for comparing suspension rates consists simply of computing the ratio of suspension rates for black students to that for white students. Results of such computations for the three previous school years are summarized in Table 4.

Table 4. Ratio of Black to White Suspension Rates, 1988-89 Through 1990-91.

School Level	School Year		
	1988-89	1989-90	1990-91
Elementary	1.8	2.3	2.3
Junior/Middle	1.2	1.3	1.3
Senior High	1.8	2.1	2.2
Totals	1.7	1.9	2.0

The data in Table 4 indicate that on a percentage basis, black students were suspended at about twice the rate of suspensions for white students. Based on the data in the NCAS report, this ratio for 1986 was 1.7 for the 100 largest school districts. The range of ratios reported went from a high of 12.9 to a low of 0.75. Thus, the data in Table 4 seem to reflect a phenomenon that is fairly common in school districts across this country. As reported previously in the section summarizing a review of the literature on student discipline, it was noted that several articles contained a reference to this effect.

PART THREE - COMPARATIVE SUSPENSION DATA FROM OTHER LARGE CITY SCHOOL SYSTEMS IN OHIO

A survey of the ten largest school districts in Ohio (as determined by size of student enrollment) was conducted in 1990 for the purpose of obtaining comparative data on student suspensions. The school systems included in this survey were Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Parma, South-Western, Toledo, and Youngstown. Data collected in the survey were taken from records for the 1988-89 school year. A summary of the survey results is presented in Table 5.

Major findings from this survey are presented and discussed below.

a. The number of student suspensions in the Cincinnati Public Schools was not unusually high when the size of student enrollment was considered.

DISCUSSION: CPS ranked fourth out of ten in the total number of student suspensions but the ranking fell to seventh out of ten when the number of students enrolled was considered. The total number of student suspensions expressed as a percentage of total student enrollment was 18.9%.

b. The percentage of suspensions given to black students in the Cincinnati Public Schools was not unusually high when the size of black student enrollment was considered.

DISCUSSION: CPS ranked second out of ten in the percentage of suspensions assigned to black students (71.5%). However, CPS ranked fourth out of seven when this percentage was divided by the percentage of black student enrollment (a ration of 1.18).

c. On a percentage basis, Cincinnati Public Schools were high in suspensions assigned to students in elementary or middle schools, and low in suspensions assigned to students at the senior high school level.

DISCUSSION: CPS ranked third out of nine in the percentage of suspensions assigned to students in elementary schools (27.8%) and fifth out nine for suspensions to students in middle schools (34.1%). Overall, CPS ranked number one in the percentage of all suspensions to students in elementary or middle schools (61.9%) and ninth out of nine in the percentage of suspensions assigned to students in senior high schools (38.1%). The fact that many CPS schools deviate from a standard organization of K-6, 7-8, and 9-12 could account partially for this finding.

Table 5. STATISTICAL SUMMARY OF STUDENT SUSPENSIONS IN OHIO'S TEN LARGEST SCHOOL SYSTEMS FOR 1988-89 SCHOOL YEAR

DISTRICT CODE *	RANK ORDER BY TOTAL NUMBER OF SUSPENSIONS***	NUMBER OF SUSPENSIONS AS PERCENTAGE OF ADM	PERCENTAGE OF SUSPENSIONS TO BLACK STUDENTS	RATIO OF THE PERCENTAGE OF BLACK SUSPENSIONS TO PERCENTAGE OF BLACK STUDENTS	PERCENTAGE OF SUSPENSIONS TO ELEMENTARY STUDENTS	PERCENTAGE OF SUSPENSIONS TO JUNIOR/MIDDLE STUDENTS	PERCENTAGE OF SUSPENSIONS TO SENIOR HIGH STUDENTS
D	1	32.0%	55.4%	1.20	7.5%	53.4%	39.1%
I	2	16.8	78.3%	1.13	11.0%	35.6%	53.4%
B	3	31.4%	57.4%	1.48	18.7%	37.8%	43.4%
G **	4	18.9%	71.5%	1.18	27.8%	34.1%	38.1%
J	5	20.5%	53.0%	1.44	29.1%	27.1%	43.8%
C	6	37.3%	69.4%	1.15	9.2%	34.0%	56.8%
F	7	19.2%	N/A	N/A	N/A	N/A	N/A
E	8	10.6%	64.2%	0.97	29.5%	25.2%	45.3%
A	9	24.2%	N/A	N/A	0.0%	26.3%	73.7%
H	10	17.1%	N/A	N/A	5.4%	49.1%	45.5%

* A code letter has been used to keep the district level data confidential.

** G is the district code for Cincinnati Public Schools.

*** 1 = Highest number of suspensions.

F-4-79

PART FOUR - INDEPTH REVIEW OF STUDENT SUSPENSIONS

Purpose of the Study

The primary purpose of this study was to examine student suspension records for any apparent racial bias in the application of student discipline procedures by school system staff members. Secondary purposes were to gain information about the nature, location, and reporting of student misbehavior.

Study Procedures

This study consisted of three phases - collection of data based on a sample of student suspensions, review of information specific to each suspension, and analysis of data. In phase one, school administrators were asked to complete a detailed form for each student suspension administered between October 8 and November 15, 1990. Through this form, information was gathered about the type of offense, setting or location where the offense occurred, race of the individual(s) affected by the offense, and the race of the staff members reporting the offense and assigning the suspension. Also requested on this form was a specific description of the student behavior which led to the suspension. A copy of the form and the instructions for staff members to follow in completing it are shown in Appendix 3.

In the second phase of this study, members of the school system's Ad Hoc Discipline Committee were asked to review the descriptions of student behavior collected in phase one and to judge whether this behavior was worthy of a suspension from school. In making these judgments, committee members were to refer to the printed policies and procedures for student discipline as the basis for judging the appropriateness of suspension for the behaviors described. Ratings of appropriateness on individual student suspensions were recorded on a data form for subsequent analysis. The instructions to committee members are shown in Appendix 4.

The third phase of the study consisted of a detailed analysis of the data generated in phases one and two. These data were entered into a computer file and analyzed through a series of programs which allowed many breakdowns of the data.

Study Findings

Validity of the Sample

The collection of data and information related to individual student suspensions took place between October 8 and November 15, 1990. A total of 1,425 student suspensions were reported for the 29 school days during this time period. The average of 49 suspensions reported per day compares favorably with the average rate of 54 suspensions per day reported for the 1989-90 school year. The percentage of suspensions assigned to black students during the study period was 74.8% which is very close to the comparable figure of 75.5% for the entire 1989-90 school year.

Validity of the sample data was also examined by comparing the most frequent offenses committed by students during the study period with results for the 1989-90 school year. This comparison is summarized in Table 6. As can be seen from the data in this table, the four student offenses which represented 84.1% of all reported offenses during the study period represented 87.7% of reported offenses during the entire 1989-90 school year. The most frequent offense was unruly conduct which is defined as non-compliance with the directions of a school staff member.

Table 6. Comparison of Frequent Student Offenses Leading to Suspension, Study Period Vs. 1989-90 School Year

Student Offenses	Percentage of All Suspensions	
	Study Period Fall, 1990	1989-90 School Year
Unruly Conduct	33.9%	33.6%
Fighting	21.8	22.6
Disorderly Conduct	19.9	24.6
Profanity/Obscenity	8.5	6.9
Percentage of All Reported Offenses	84.1%	87.7%

Given that the data collected during the study period matched so well with the characteristics on key items with results from the previous school year, it was concluded by the researcher that:

a) data collected during the study period would likely yield good estimates of data characteristics for the entire school year, and

b) findings from the study would represent fairly the likely findings from a year-long study using identical methods and procedures.

Basic Data on Student Suspensions

Suspensions by Race. Of the total of 1,425 suspensions reported during the study period, the race of the student being suspended could not be identified from computer files for 58 cases. Of the remaining suspensions, 1,023 (74.8%) were administered to black students and 344 (35.2%) were administered to non-black (white or other) students.

Hour of Day When Offense Occurred. The data presented below indicate the hour of the day when the offense occurred and the frequency of offenses during each hour.

7:00 AM - 42
8:00 AM - 154
9:00 AM - 128
10:00 AM - 131
11:00 AM - 169

TOTAL AM - 624

12:00 PM - 146
1:00 PM - 224
2:00 PM - 193
3:00 PM - 29
4:00 PM - 10

TOTAL PM - 602

As indicated by these data, the highest frequency of offenses were reported during the hours of 1:00 PM and 2:00 PM. The time of the offense was not reported for 199 cases.

Type of Student Offense. According to school system policies, there are 19 types of offenses (or misbehaviors) for which students may be suspended. Data on the types of student offenses reported during the study period are reported in Table 7. A definition of each offense is presented in Appendix 5.

Table 7. Student Offenses Which Led to Suspensions, October 8 Through November 15, 1990

Type of Offense	Frequency	Percentage of All Offenses
Unruly Conduct	483	33.9%
Fighting	311	21.8
Disorderly Conduct	283	19.9
Profanity/Obscenity	121	8.5
Physical Assault	63	4.4
Theft/Possession	29	2.0
Missing	27	1.9
Trespass	21	1.5
Smoking	20	1.4
Vandalism	15	1.1
Sex Offenses	13	0.9
Dangerous Weapons	12	0.8
False Identification	7	0.5
Forgery	7	0.5
Gambling	4	0.3
Under the Influence	4	0.3
Breaking and Entering	2	0.1
Explosives	2	0.1
Improper Driving	1	0.1
Fraud	0	0.0
TOTAL	1,425	100.0%

Location of Student Offense. As part of the collection of data for this study, information was requested from school staff members about the location of the student offense which led to the suspension. A summary of this information is presented in Table 8.

Table 8. Location of Student Offenses

Physical Setting	Number of Offenses	Percentage of All Offenses
In the Classroom	664	46.6%
School Hallway	256	18.0
Elsewhere in School	130	9.1
School Yard or Playground	116	8.1
Not Applicable	102	7.3
School Lunchroom	52	3.6
Private Property Near School	36	2.5
School Bus	29	2.0
School Gymnasium	27	1.9
School Restroom	13	0.9
TOTAL	1,425	100.0%

As can be seen from the data in Table 3, nearly one-half of the offenses reported during the study period occurred in a classroom. The next most frequent location was in a school hallway (18% of all cases). The remaining offenses occurred in a variety of school locations with a total of 36 offenses (2.5%) occurring off school property.

Reporting of the Offense. The offenses by students were reported to school administrators by employees in a variety of position classifications. The number reported by job classification is shown in Table 9.

Table 9. Number of Student Offenses Reported by Position Classification

Position Classification	Number of Offenses Reported	Percentage of All Offenses
Classroom Teacher	765	53.7%
Administrator	229	16.1
Security Guard	200	14.0
Other	91	6.4
Non-Certificated Employee	62	4.4
Substitute Teacher	26	1.8
School Bus Driver	24	1.7
Other Certificated Employee	23	1.6
School Counselor	5	0.3
TOTAL	1,425	100.0%

Analysis of Data for Racial Bias

Two procedures were utilized in an effort to detect any racial bias in the student suspensions administered during the study period. In the first procedure, an analysis was conducted to search for any obvious discrepancies by race in the reporting of student offenses and in the assignment of suspensions. The second procedure involved a review of the student offenses and a follow-up analysis of suspensions to determine whether discrepancies by race were apparent in the data.

Breakdown of Suspension Statistics by Race

An analysis of student suspensions according to the race of the administrator assigning the suspension, the race of the individual reporting the offense which led to the suspension, and the race of the individual (if any) harmed in some way by the offense are presented in this section. Whenever possible to do so, comparative racial statistics for the total population of staff members are also provided.

Suspensions by Race of School Administrator. A breakdown of the student suspensions crossed with the race of the school administrator who assigned the suspension is summarized in Table 10. These statistics are based on a total of 1,362 cases for which both the race of the student and the race of the administrator were reported.

It can be seen from Table 5 that 1,017 (74.7%) of these suspensions were assigned to black students and that these suspensions were assigned almost equally by black and white administrators (49.1% vs. 50.9%). A total of 345 suspensions were assigned to white students, and 198 (57.4%) were assigned by white administrators. The percentage of all suspensions by black administrators matches well with statistics reported by the district's Personnel Office which indicate that 48.6% of all building level administrative staff members are black.

Table 10. Race of School Administrator Crossed
With Race of Student Suspended

Race of Student Suspended	Number of Students Suspended By Race of Administrator		
	Black	White	Totals
Black	499 (49.1%)	518 (50.9%)	1,017 (74.7%)
White	147 (42.6%)	198 (57.4%)	345 (25.3%)
Totals	646 (47.4%)	716 (52.6%)	1,362

Two statistical tests were computed from the data in Table 5 to search for any implications of racial bias. A chi square value of 4.31 and a phi coefficient of 0.11 resulted from these tests. The chi square value indicated that the suspensions assigned by administrators were not exactly proportional by race (A value of 3.84 is required for significance at $\alpha = 0.05$.), but the phi coefficient indicated that the association by race was very weak even though it was significantly different from zero. These findings were almost certainly caused by the high percentage of suspensions of white students being assigned by white administrators.

Reporting of Student Misbehavior. Presented in Table 6 is a breakdown of student suspensions by the race of the district staff member who reported the misbehavior. It can be seen from the data in this table that 34.5% of the misbehaviors were reported by black staff members. This figure matches well with the data indicating that approximately 30% of all school-based administrative staff, teaching staff, other certificated non-teaching positions (such as counselors and librarians), and school security aides are black.

It can also be seen from the data that 37.2% of suspensions of black students versus 26.8% of suspensions of white students resulted from a report filed by a black staff member. While these figures do not indicate a large discrepancy, they do seem to suggest that a slightly higher percentage than expected of suspensions of black students emanated from a report filed by a black staff member. Likewise, a higher percentage than expected of suspensions of white students emanated from a report filed by a white staff member.

A chi-square value of 12.23 (significant at $p<0.001$) and a phi coefficient of 0.10 were computed from the data in Table 11. These statistics indicate that the reporting of student misbehaviors was not done exactly proportionately by race. However, the association between race of student and race of reporter was weak as indicated by the phi coefficient of 0.10. (Note that the phi coefficient can be interpreted in basically the same manner as the Pearson product-moment correlation coefficient which ranges from -1 to +1 with weak relationships lying near zero on this scale.)

Table 11. Race of Reporter of Student Misbehavior Crossed With Race of Student Suspended

Race of Student	Race of Reporter		
	Black	White	Totals
Black	373 (37.2%)	631 (62.8%)	1,004
White	93 (26.8%)	254 (73.2%)	347
Totals	466 (34.5%)	885 (65.5%)	1,351

Race of Individual Harmed by the Offense. Presented in Table 12 is a comparison of the race of the student who was suspended and the race of the individual harmed by the misbehavior. The number of cases for which it was determined that an individual was harmed in some way totaled 919.

It can be seen from the data in Table 12 that 73.5% of the black individuals harmed and 78.6% of white individuals harmed were harmed as a result of misbehavior by a member of the same race. A chi-square value of 185.57 (significant at $p<0.001$) and a phi coefficient of 0.45 were computed from these data. These statistics confirm the strong association between race of the student offender and race of the individual harmed. Overall, in 74.6% of these 919 cases, the individual committing the offense harmed an individual of the same race.

Table 12. Race of Student Offender Crossed With Race of Individual Harmed by the Offense

Race of Student Offender	Race of Individual Harmed Black	 White	 Total
Black	521 (73.5%)	188 (26.5%)	709
White	45 (21.4%)	165 (78.6%)	210
Total	566 (61.6%)	353 (38.4%)	919

The data presented in Table 12 was broken down to one additional level of detail by considering the race of the staff member who reported the student offense. This breakdown is presented in Table 13. From the data in this table, it can be seen that a very high percentage of the cases in which a white individual is harmed by an offense by a black or a white student is reported by a white staff member. For cases in which a black individual is harmed, the percentage of cases reported by black staff members is higher than their proportion of all staff members. For both sections of this table (black offender and white offender), the chi-square values are statistically significant at = 0.05 indicating that the reporting of offenses is not done proportionally by race ($x^2 = 54.3$ for black offenders and 9.78 for white offenders).

Table 13. Race of Student Offender Crossed With Race Of Reporter and With Race of Individual Harmed

Race of Student Offender	Race of Individual Harmed	Race of Reporter of Offense		
		Black	White	Total
Black	Black	244 (47.8%)	266 (52.2%)	510
	White	31 (16.8%)	153 (83.2%)	184
White	Black	21 (46.7%)	24 (53.3%)	45
	White	38 (23.0%)	127 (77.0%)	165
Total		334 (36.9%)	570 (63.1%)	904

Severity of Offense by Race of Student Offender. In an effort to explore the possibility that a difference existed by race in the severity of offenses leading to suspension, a breakdown of these two variables was prepared and analyzed. In preparing this breakdown, the researchers categorized the nineteen types of offenses which can lead to suspension into three categories of severity - low, medium, or high. The categories, which were determined by perceived physical threats to others,included the offenses listed below.

Level of Severity of Offense

Low	Medium	High
False ID	Disorderly Conduct	Breaking and Entering
Forgery	Improper Driving	Dangerous Weapons
Fraud	Profanity/Obscenity	Explosives
Gambling	Trespassing	Fighting
Unruly Conduct	Under the Influence	Physical Assault
		Sex Offenses
		Theft/Possession
		Vandalism

The results of this analysis are shown in Table 14. It can be seen from these data that little difference exists in the percentages by race across the three levels of severity. This was confirmed by the chi-square value of 2.49 which is well below the value needed for statistical significance.

Table 14. Severity of Offense Crossed With Race of Student Offender.

Severity of Offense	Race of Student Offender		
	Black	White	Total
Low	360 (73.9%)	127 (26.1%)	487
Medium	309 (74.8%)	104 (25.2%)	413
High	341 (78.2%)	95 (21.8%)	436
Totals	1,010	326	1,336

Review of Student Behaviors

As described earlier in this report, an effort was made to review the actual behavior of each student suspended during the study period. School administrators were asked to provide written descriptions of the behavior that led to the student being suspended. These descriptions were then reviewed by members of the school district's Ad Hoc Discipline Committee to determine whether the suspension seemed justified based on the policies and procedures governing suspension of students. These reviews were completed without the reviewer knowing any details (such as race or grade level) about the student and staff member involved with the suspension.

A total of 588 student behaviors were reviewed in this manner. A summary of the ratings by these reviewers is shown in Table 15. Note that only 57.8% of the cases were rated as a behavior for which a suspension was justified. This relatively low percentage can be explained partially by the stated belief of at least one reviewer that no student should be suspended regardless of behavior. As can be seen from the data in Table 15, it is also true that not enough information was provided in the description of the student behavior in 94 cases to allow the reviewer to make a rating on this scale.

Table 15. Summary Results of Reviews of Student Behavior Leading To Suspension

Response by Reviewer	Number of Cases
Yes. Suspension was justified.	340 (57.8%)
No. Suspension was not justified.	54 (9.2%)
I'm not sure that suspension was justified.	100 (17.0%)
Not enough information was provided to make a decision.	94 (16.0%)
TOTAL	588 (100.0%)

Results of these ratings were then categorized by the race of the student displaying the misbehavior. (Note again that this information was not available to the reviewer at the time the reviews were completed.) A summary of this analysis is shown in Table 16. It can be seen these ratings were nearly proportional by race at each level of the scale. This was confirmed by the chi-square value of 1.61 which is well below the level required for statistical significance.

Table 16. Rating of Suspension Appropriateness By Race of Student Suspended

Rating of Appropriateness	Race of Student Suspended		
	Black	White	Totals
Appropriate for Behavior Displayed	236 (74.4%)	81 (25.6%)	317
Questionable Given Description of Behavior	106 (71.1%)	43 (28.9%)	149
Not Enough Information Has Been Provided	62 (68.1%)	29 (31.9%)	91
TOTALS	404 (72.5%)	153 (27.5%)	557

Summary and Conclusions

The following statements summarize the major findings from the data and information generated by this study.

a. Approximately one-half of student misbehaviors leading to a suspension occur in a classroom.

b. Approximately one-half of student misbehaviors are reported initially by a classroom teacher.

c. Suspensions of white students are assigned by white administrative staff members at a slightly higher frequency than would be expected given the racial breakdown of administrative staff members.

d. A weak association exists between the race of a misbehaving student and the race of the staff member reporting the misbehavior. White staff members report misbehaviors of white students and black staff members report misbehaviors of black student at higher than expected rates.

e. Nearly three-fourths of all student misbehaviors in which an individual (student or staff member) is harmed in some way are acts against a person of the same race.

f. Offenses committed against an individual (student or staff member) are reported by a staff member of the same race as the individual harmed at higher than expected rates.

g. There appears to be no association between race of the misbehaving student and the severity of the misbehavior.

h. Ratings by external reviewers indicated that as many as one-fourth of all suspensions may not be appropriate given the nature of the student offense.

i. There appears to be no association between race of the student involved and appropriateness of the suspension that was assigned.

Based on these findings, the researcher concluded that no clear evidence exists from this survey to suggest that racial bias is a strong factor in the assignment of suspensions to students. It seems possible, however, from the data that a form of "reverse bias" may exist to some degree, and additional studies should be conducted to determine why staff members report misbehaviors by student of their own race at higher than expected rates.

APPENDIX 1

Percentage of Students Suspended by School and Black/Non-Black Suspension Index, 1990-91

Percentage of Students Suspended by School and Black/Non-Black Suspension Index, 1990-91.

SCHOOL	BLACK FEMALE	BLACK MALE	NON-BLACK FEMALE	NON-BLACK MALE	TOTAL BLACK	TOTAL NON-BLACK	TOTAL STUDENTS	BLACK/NON-BLACK SUSPENSION INDEX
ANDERSON PLACE	2.0%	3.9%	0.0%	1.6%	3.0%	.9%	2.3%	2.1%
BOND HILL	4.3%	9.4%	6.3%	0.0%	6.9%	2.9%	6.6%	4.0%
BRAMBLE	4.0%	29.5%	0.0%	15.9%	15.7%	8.5%	13.8%	7.1%
BURTON	3.3%	7.6%	0.0%	0.0%	5.5%	0.0%	5.3%	5.5%
CARSON	0.0%	1.6%	0.0%	0.0%	.8%	0.0%	.3%	.8%
CARTHAGE	3.4%	2.6%	0.0%	0.0%	3.0%	0.0%	1.9%	3.0%
CENTRAL FAIRMOUNT	6.8%	21.0%	2.7%	13.7%	14.5%	8.2%	11.2%	6.3%
CHASE	24.3%	49.4%	3.5%	26.9%	36.8%	16.1%	29.1%	20.7%
CHEVIOT	1.1%	14.0%	0.0%	1.6%	7.9%	.9%	4.1%	7.0%
CLIFTON	2.9%	3.8%	0.0%	.8%	3.1%	.4%	1.9%	2.7%
COLLEGE HILL	0.0%	.7%	0.0%	0.0%	.3%	0.0%	.2%	.3%
COVEDALE	22.9%	32.9%	1.6%	9.8%	27.6%	5.9%	11.1%	21.7%
DOUGLASS	3.2%	8.4%	2.0%	5.6%	6.1%	4.1%	5.7%	1.9%
EASTERN HILLS	15.6%	23.6%	3.3%	18.1%	19.8%	10.7%	16.2%	9.2%
EASTWOOD	2.4%	5.4%	0.0%	3.5%	4.1%	2.1%	3.3%	2.0%
FAIRVIEW	4.8%	13.2%	1.2%	4.7%	8.7%	3.0%	5.9%	5.7%
HARTWELL	3.6%	10.4%	0.0%	7.3%	6.8%	3.5%	5.3%	3.3%
HAYS	.5%	1.7%	0.0%	0.0%	1.1%	0.0%	1.0%	1.1%
HEBERLE	1.3%	6.4%	1.6%	2.6%	4.0%	2.2%	3.4%	1.9%
HEINOLD	5.4%	7.5%	0.0%	13.6%	6.5%	6.8%	6.6%	-.3%
HOFFMAN	.7%	5.5%	0.0%	*	3.3%	0.0%	3.3%	3.3%
HYDE PARK	6.6%	9.6%	0.0%	13.3%	8.3%	7.4%	8.0%	.9%
KILGOUR	6.2%	22.8%	2.3%	3.1%	15.4%	2.7%	8.0%	12.7%
KIRBY ROAD	2.0%	.7%	0.0%	2.0%	1.3%	1.0%	1.2%	.3%
LINWOOD	2.9%	4.5%	1.2%	0.0%	3.7%	.7%	2.1%	3.1%
LOSANTIVILLE	0.0%	3.6%	0.0%	3.4%	1.9%	2.0%	2.0%	-.1%
MCKINLEY	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MIDWAY	2.5%	9.8%	0.0%	4.4%	6.0%	2.2%	3.7%	3.8%
MILLVALE	.3%	5.1%	0.0%	0.0%	3.2%	0.0%	3.0%	3.2%
MT AIRY	6.4%	9.7%	4.0%	2.2%	8.1%	3.0%	6.1%	5.1%
MT WASHINGTON	9.2%	13.2%	.4%	3.0%	11.0%	1.6%	4.0%	9.4%
NORTH AVONDALE	2.0%	1.6%	0.0%	0.0%	1.9%	0.0%	.9%	1.9%
NORTH FAIRMOUNT	9.9%	25.8%	2.6%	20.8%	18.5%	12.6%	17.5%	5.9%
OYLER	25.9%	46.7%	8.4%	12.5%	38.2%	10.5%	22.4%	27.6%
PARHAM	3.8%	8.9%	0.0%	15.4%	6.7%	8.7%	6.9%	-2.0%
PLEASANT HILL	6.4%	30.2%	0.0%	13.5%	17.8%	6.9%	15.0%	10.9%
PLEASANT RIDGE	7.2%	17.9%	0.0%	7.2%	12.5%	3.8%	9.6%	8.7%
QUEBEC HEIGHTS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ROBERTS	16.3%	28.0%	3.7%	12.2%	22.1%	7.5%	13.6%	14.6%
ROCKDALE	2.7%	8.7%	0.0%	0.0%	6.1%	0.0%	5.9%	6.1%
ROLL HILL	5.6%	10.5%	2.9%	4.0%	8.0%	3.4%	6.1%	4.5%
ROOSEVELT	12.9%	14.2%	1.2%	5.4%	13.6%	3.4%	8.9%	10.2%
ROSELAWN/ CONDON	2.6%	6.0%	1.0%	2.5%	4.3%	1.8%	3.5%	2.5%
ROTHENBERG	7.2%	15.1%	3.6%	13.0%	11.2%	7.8%	10.9%	3.4%
SANDS	0.0%	.7%	0.0%	0.0%	.3%	0.0%	.1%	.3%
SAWYER (CBA/AWL)	20.2%	32.4%	2.5%	7.5%	26.0%	4.9%	16.6%	21.1%
SAYLER PARK	0.0%	6.1%	.8%	5.9%	3.6%	3.4%	3.4%	.3%
SCHIEL	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SILVERTON	.5%	8.6%	3.7%	0.0%	5.3%	1.3%	4.7%	4.0%
SOUTH AVONDALE	2.6%	5.9%	0.0%	100%	4.3%	33.3%	4.5%	-29.1%
SWIFTON	0.0%	2.9%	0.0%	0.0%	1.5%	0.0%	1.2%	1.5%
TAFT	0.0%	1.7%	0.0%	0.0%	.9%	0.0%	.9%	.9%
VINE	1.9%	8.3%	0.0%	13.3%	5.2%	7.7%	5.6%	-2.5%
WASHBURN	.5%	.4%	0.0%	0.0%	.5%	0.0%	.4%	.5%
WASHINGTON PARK	8.5%	25.2%	8.0%	12.2%	18.8%	10.2%	14.2%	8.6%
WESTWOOD	1.3%	11.0%	.7%	3.4%	6.3%	2.2%	3.0%	4.2%
WHITTIER	3.1%	4.2%	1.1%	1.5%	3.6%	1.3%	2.3%	2.3%
WINDSOR	7.2%	11.7%	0.0%	0.0%	9.4%	0.0%	8.9%	9.4%
WINTON PLACE	.9%	9.9%	0.0%	19.0%	5.5%	10.3%	6.0%	-4.7%
C A P E (WINTON TERR)	1.8%	4.1%	0.0%	3.2%	3.1%	2.0%	2.8%	1.1%
WOODFORD	0.0%	2.0%	0.0%	0.0%	1.0%	0.0%	.9%	1.0%
BLOOM	31.8%	54.8%	30.2%	31.6%	45.1%	30.9%	41.6%	14.2%
CREST HILLS	36.4%	45.2%	10.5%	13.3%	41.3%	12.2%	37.2%	29.1%
DATER	50.0%	62.4%	15.6%	41.0%	55.9%	28.6%	38.4%	27.3%
GAMBLE	55.1%	64.0%	7.6%	48.4%	59.9%	28.1%	48.3%	31.9%
MERRY	46.5%	74.7%	35.7%	44.8%	61.8%	41.9%	60.1%	19.9%
PEOPLES	5.5%	14.7%	10.9%	14.1%	10.6%	12.9%	11.2%	-2.2%
PORTER	35.6%	63.1%	56.8%	72.8%	47.5%	65.8%	55.5%	-18.3%
SCHWAB	31.2%	61.6%	15.1%	34.8%	47.3%	24.9%	40.5%	22.4%
SHRODER	21.0%	36.9%	19.8%	41.7%	28.6%	31.2%	29.7%	-2.4%
AIKEN	17.1%	39.2%	11.3%	34.2%	28.3%	24.2%	27.3%	4.1%
C A P E	31.2%	48.8%	14.7%	28.4%	42.0%	22.6%	34.8%	19.4%
CLARK	4.4%	2.0%	5.3%	17.8%	3.2%	11.1%	9.3%	-8.0%
HUGHES	10.1%	28.0%	5.6%	14.6%	16.6%	9.3%	14.1%	7.3%
S.C.P.A	8.1%	18.6%	1.7%	3.3%	11.9%	2.4%	7.2%	9.5%
TAFT	9.1%	28.4%	6.3%	25.3%	17.4%	17.6%	17.5%	-.2%
WALNUT HILLS	11.3%	17.3%	1.3%	5.2%	13.9%	3.2%	6.9%	10.6%
WESTERN HILLS	28.3%	43.4%	8.8%	17.3%	35.6%	13.4%	25.3%	22.2%
WITHROW	17.2%	33.0%	10.3%	34.5%	25.4%	23.2%	24.9%	2.1%
WOODWARD	24.3%	32.1%	6.9%	8.3%	28.4%	7.8%	28.4%	20.6%

**NOT COMPUTABLE

APPENDIX 2

Black - White Suspension Index Values
in 1986 for the 100 Largest U.S. School Districts

From a report prepared by the
National Coalition of Advocates for Students

LARGEST DIFFERENCE BETWEEN BLACK AND WHITE SUSPENSION RATES: LARGEST 100 DISTRICTS NATIONALLY

ODS	SCHOOL SYSTEM	CITY	ST	NO OF BLACK SUSPS	NO OF WHITE SUSPS	NO OF TOTAL SUSPS	BLACK SUSP RATE	WHITE SUSP RATE	TOTAL SUSP RATE	BLACK-WHITE RATE	BLACK/WHITE RATIO	EXCESS BLACK SUSPS
1	ALPINE SCHOOL DISTRICT	AMERICAN FORK	UT	4	506	523	19.05	1.47	1.48	17.57	12.91	4
2	LONG BEACH UNIF SCH DIST	LONG BEACH	CA	3,860	3,899	11,164	32.16	15.92	17.17	16.24	2.02	1,949
3	LEE COUNTY SCHOOL DISTRICT	FT MYERS	FL	1,180	2,400	3,781	21.97	8.67	10.71	13.29	2.53	719
4	SACRAMENTO CITY UNIF	SACRAMENTO	CA	2,180	1,451	4,793	21.06	7.90	10.44	13.16	2.66	1,362
5	BALTIMORE COUNTY SCHOOL DIST	BALTIMORE	MD	1,713	4,236	6,050	17.04	6.65	7.90	10.39	2.56	1,045
✓ 6	LOS ANGELES USD	LOS ANGELES	CA	21,139	9,939	56,429	19.77	9.53	9.61	10.23	2.07	10,944
7	PINELLAS COUNTY SCHOOL DIST	CLEARWATER	FL	3,093	7,163	10,257	19.74	10.08	11.53	9.66	1.96	1,514
8	SEMINOLE COUNTY SCHOOL DIST	SANFORD	FL	801	1,704	2,574	14.52	5.00	6.18	9.51	2.90	525
9	MINNEAPOLIS	MINNEAPOLIS	MN	2,042	2,264	4,837	19.45	10.18	12.45	9.27	1.91	973
10	SAN FRANCISCO UNIFIED SCH DIST	SAN FRANCISCO	CA	1,766	359	3,158	12.35	3.83	4.71	8.52	3.22	1,218
11	TOLEDO PUBLIC SCHOOLS	TOLEDO	OH	3,301	3,248	6,923	21.40	12.94	16.10	8.46	1.65	1,305
12	FRESNO CITY UNIF SCH DIST	FRESNO	CA	933	1,579	4,317	14.51	6.31	7.30	8.20	2.30	528
13	GARDEN GROVE UNIF SCH DIST	GARDEN GROVE	CA	88	1,656	2,977	17.50	9.37	8.34	8.12	1.87	41
14	HILLSBOROUGH COUNTY SCHL DIST	TAMPA	FL	3,556	5,366	9,712	14.75	6.74	8.42	8.01	2.19	1,932
15	SEATTLE PUBLIC SCHOOL DIST #1	SEATTLE	WA	1,638	1,456	3,869	14.64	6.84	8.68	7.80	2.14	873
16	SANTA ANA UNIFIED SCHOOL DIST	SANTA ANA	CA	155	218	1,541	12.56	4.77	4.13	7.79	2.63	96
17	MILWAUKEE PUBLIC SCHOOLS	MILWAUKEE	WI	5,801	1,494	7,828	12.21	4.56	8.68	7.66	2.68	3,637
18	BREVARD COUNTY SCHOOL DISTRICT	ROCKLEDGE	FL	1,026	3,197	4,276	15.20	7.97	8.88	7.24	1.91	488
19	SCHOOL DIST. OF PHILADELPHIA	PHILADELPHIA	PA	20,470	4,612	27,352	17.27	10.06	14.62	7.22	1.72	8,553
20	FAIRFAX COUNTY PUBLIC SCHOOLS	FAIRFAX	VA	1,572	6,538	8,746	13.40	6.34	6.63	7.06	2.11	828
21	POLK COUNTY SCHOOL DISTRICT	BARTOW	FL	2,143	4,182	6,455	16.43	9.43	10.86	6.99	1.74	912
22	OMAHA PUBLIC SCHOOLS DIST #1	OMAHA	NE	1,374	1,531	3,051	12.35	5.43	7.33	6.92	2.27	770
23	ANNE ARUNDEL COUNTY PUBLIC SCH	ANNAPOLIS	MD	1,233	3,609	4,889	13.41	6.78	7.66	6.63	1.98	610
24	EAST BATON ROUGE PARISH	BATON ROUGE	LA	4,446	2,098	6,566	14.68	8.06	11.47	6.62	1.82	2,006
25	JEFFERSON PARISH PUB SCHL SYS	HARVEY	LA	3,464	3,851	7,587	18.12	11.77	13.27	6.35	1.54	1,214
26	MONTGOMERY PUBLIC SCHOOLS	MONTGOMERY	AL	2,230	685	2,925	10.74	4.53	8.06	6.21	2.37	1,289
27	BROWARD COUNTY SCHOOL DISTRICT	FT LAUDERDALE	FL	4,456	5,273	10,285	12.37	6.17	7.81	6.20	2.01	2,249
28	DENVER PUBLIC SCHOOLS	DENVER	CO	1,372	859	3,929	10.13	4.02	6.52	6.10	2.52	827
29	GRANITE SCHOOL DISTRICT	SALT LAKE CITY	UT	26	1,339	1,594	8.05	1.99	2.20	6.06	4.05	20
30	SAN DIEGO UNIFIED SCH DIST	SAN DIEGO	CA	1,850	1,589	4,836	9.25	3.31	4.47	5.94	2.79	1,103
31	NORFOLK PUBLIC SCHOOLS	NORFOLK	VA	4,123	1,849	6,095	19.45	13.59	16.80	5.86	1.43	1,242
32	ANCHORAGE SCH DIST	ANCHORAGE	AK	451	2,853	3,820	14.56	8.73	9.10	5.83	1.67	181
33	COLUMBUS OHIO CITY SCHOOL DIST	COLUMBUS	OH	5,604	4,470	10,160	18.89	13.06	15.49	5.83	1.45	1,729
34	DUVAL COUNTY SCHOOL DISTRICT	JACKSONVILLE	FL	5,619	5,778	11,574	15.06	9.28	11.24	5.77	1.62	2,154
35	KANSAS CITY SCHOOL DISTRICT	KANSAS CITY	MO	4,158	1,061	5,377	16.81	11.11	14.82	5.70	1.51	1,410
36	WICHITA PUBLIC SCH USD #259	WICHITA	KS	604	1,239	2,222	9.57	3.89	4.87	5.69	2.46	478
37	WAKE COUNTY PUBLIC SCH SYSTEM	RALEIGH	NC	1,339	1,327	2,686	8.66	3.22	4.62	5.44	2.69	841
38	PALM BEACH COUNTY SCHOOL DIST	WEST PALM BEACH	FL	2,699	3,463	6,648	11.85	6.44	7.85	5.41	1.84	1,231
39	PRINCE GEORGES CO SCH DIST	UPPER MARLBOR	MD	7,621	2,286	10,122	12.05	6.84	9.83	5.21	1.76	3,297
40	NEW ORLEANS PUBLIC SCHOOLS	NEW ORLEANS	LA	7,398	350	7,852	10.07	4.92	9.30	5.15	2.05	3,780
41	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE	NM	243	2,046	5,577	9.59	4.78	7.12	4.81	2.01	122
42	TUCSON UNIFIED SCHOOL DISTRICT	TUCSON ARIZONA	AZ	324	1,772	3,542	10.41	5.64	6.38	4.77	1.85	149
43	CINCINNATI CITY SCHOOL DIST	CINCINNATI	OH	4,300	1,663	6,165	13.68	9.01	11.70	4.68	1.52	1,469
44	TULSA CITY ISD #1	TULSA	OK	952	979	2,037	7.99	3.37	4.60	4.61	2.37	550
45	FORT WORTH ISD	FORT WORTH	TX	2,041	1,007	4,059	8.50	4.04	6.06	4.45	2.10	1,070
46	INDIANAPOLIS PUBLIC SCHLS	INDIANAPOLIS	IN	3,216	2,369	5,633	13.47	9.10	11.14	4.37	1.48	1,043
47	ESCAMBIA COUNTY SCHOOL DIST	PENSACOLA	FL	1,336	1,949	3,316	11.22	6.86	7.96	4.36	1.64	520
48	DEKALB COUNTY SCH DIST	DECATUR	GA	2,335	950	3,340	6.99	2.73	4.66	4.26	2.56	1,423
49	FORSYTH CO-WINSTON SALEM CITY	WINSTON-SALEM	NC	1,183	1,015	2,200	8.34	4.21	5.69	4.12	1.98	535
50	CLEVELAND CITY SCHOOLS	CLEVELAND	OH	11,102	3,236	15,009	21.20	17.12	19.79	4.09	1.24	2,140
51	AUSTIN ISD	AUSTIN	TX	727	582	2,099	5.96	2.05	3.45	3.91	2.90	427
52	NEWARK BOARD OF EDUCATION	NEWARK	NJ	1,416	13	1,642	4.14	0.27	3.11	3.87	15.50	1,325

LARGEST DIFFERENCE BETWEEN BLACK AND WHITE SUSPENSION RATES: LARGEST 100 DISTRICTS NATIONALLY

OBS	SCHOOL SYSTEM	CITY	ST	NO OF BLACK* SUSPS	NO OF WHITE SUSPS	NO OF TOTAL SUSPS	BLACK SUSP RATE	WHITE SUSP RATE	TOTAL SUSP RATE	BLACK-WHITE RATE	BLACK/WHITE RATIO	EXCESS BLACK SUSPS
53	SCH DIST OF GREENVILLE COUNTY	GREENVILLE	SC	1,147	1,709	2,863	8.32	4.62	5.59	3.70	1.80	510
54	CHARLESTON COUNTY PUBLIC S D	CHARLESTON	SC	3,184	1,906	5,113	13.88	10.22	12.12	3.65	1.36	839
55	VIRGINIA BEACH CITY PUBLIC SCH	VIRGINIA BEACH	VA	572	1,468	2,091	6.55	2.95	3.34	3.60	2.22	315
56	DADE COUNTY SCHOOL DISTRICT	MIAMI	FL	5,940	2,338	12,598	7.40	3.96	5.17	3.44	1.87	2,762
57	MONTGOMERY COUNTY PUBLIC SCH	ROCKVILLE	MD	992	2,235	3,536	6.68	3.27	3.57	3.42	2.05	507
58	CADDO PARISH SCH DIST	SHREVEPORT	LA	2,591	1,348	3,944	9.15	5.83	7.61	3.31	1.57	939
59	PRINCE WILLIAM CO PUB SCH	MANASSAS	VA	567	3,503	4,163	14.05	10.88	11.04	3.16	1.29	128
✓60	NEW YORK CITY BOARD OF EDUCATN	BROOKLYN	NY	10,487	4,251	32,647	5.13	2.04	3.45	3.09	2.51	11,127
61	JEFFERSON COUNTY BOARD OF EDUC	BIRMINGHAM	AL	790	2,638	3,478	10.00	7.04	7.52	2.96	1.42	234
62	PORTLAND PUBLIC SCHOOLS	PORTLAND	OR	436	990	1,554	5.55	2.62	3.01	2.93	2.12	230
63	NORTH EAST ISD	SAN ANOTNIO	TX	138	1,206	1,911	7.49	4.63	5.03	2.86	1.62	53
64	OKLAHOMA CITY PUBLIC SCHLS I89	OKLAHOMA CITY	OK	842	488	1,439	5.38	2.57	3.61	2.81	2.09	440
65	ORANGE COUNTY SCHOOL DISTRICT	ORLANDO	FL	1,664	3,018	4,927	8.02	5.34	5.86	2.69	1.50	557
66	CLARK COUNTY SCHOOL DISTRICT	LAS VEGAS	NV	564	976	1,667	3.98	1.40	1.75	2.58	2.84	366
67	HOUSTON ISD	HOUSTON	TX	5,363	1,284	9,794	6.48	3.90	5.03	2.58	1.66	2,137
68	CHARLOTTE - MECKLENBURG	CHARLOTTE	NC	1,495	1,158	2,673	5.28	2.72	3.67	2.57	1.94	726
69	COBB COUNTY	MARIETTA	GA	286	3,060	3,379	7.87	5.36	5.45	2.51	1.47	91
70	JEFFERSON COUNTY PUBLIC SCHL	LOUISVILLE	KY	1,495	1,839	3,336	5.32	2.87	3.58	2.45	1.85	688
71	JEFFERSON COUNTY SCH DIST	GOLDEN	CO	34	2,210	2,515	5.53	3.20	3.32	2.33	1.73	14
72	CORPUS CHRISTI ISD	CORPUS CHRISTI	TX	76	111	559	3.34	1.07	1.40	2.28	3.13	52
73	BUFFALO PUBLIC SCHOOLS	BUFFALO	NY	1,120	560	1,789	4.96	2.77	3.82	2.20	1.79	496
74	METRO NASHVILLE-DAVIDSON CO SC	NASHVILLE	TN	1,646	2,172	3,860	7.68	5.52	6.20	2.17	1.39	464
75	MOBILE COUNTY PUBLIC SCHOOLS	MOBILE	AL	2,362	2,169	4,567	7.82	5.80	6.67	2.02	1.35	610
76	SAINT LOUIS CITY SCH DIST	ST LOUIS	MO	4,285	1,022	5,319	11.60	9.59	11.05	2.01	1.21	743
✓77	ATLANTA PUBLIC SCHOOLS	ATLANTA	GA	2,631	112	2,755	4.31	2.35	4.13	1.97	1.84	1,201
78	CUMBERLAND COUNTY BD OF ED	FAYETTEVILLE	NC	744	598	1,406	4.23	2.50	3.21	1.73	1.69	304
79	KANAWHA COUNTY SCH DIST	CHARLESTON	WV	171	1,328	1,504	5.66	3.94	4.04	1.72	1.44	52
80	ALDINE ISD	HOUSTON	TX	522	635	1,669	5.35	3.79	4.41	1.56	1.41	152
81	ARLINGTON ISD	ARLINGTON	TX	83	423	569	2.62	1.28	1.40	1.34	2.05	43
82	DETROIT PUBLIC SCHOOLS	DETROIT	MI	5,670	394	6,136	4.00	2.73	3.84	1.27	1.47	1,802
✓83	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	18,538	3,917	27,274	7.59	6.46	6.38	1.13	1.18	2,763
84	GWINNETT COUNTY SCHOOL SYSTEM	LAWRENCEVILLE	GA	60	1,585	1,660	4.31	3.21	3.19	1.10	1.34	15
85	CHESTERFIELD COUNTY SCHOOLS	CHESTERFIELD	VA	233	1,447	1,693	5.09	4.35	4.36	0.74	1.17	34
86	NORTHSIDE ISD	SAN ANTONIO	TX	82	624	1,428	3.51	2.81	3.20	0.70	1.25	16
87	BALTIMORE CITY PUBLIC SCHOOLS	BALTIMORE	MD	11,984	2,839	14,910	12.78	12.33	12.63	0.45	1.04	420
88	DISTRICT OF COLUMBIA	WASHINGTON	DC	830	23	832	1.08	0.67	1.04	0.40	1.60	311
89	CITY OF BOSTON	BOSTON	MA	167	41	250	0.58	0.26	0.42	0.33	2.26	93
90	DAVIS COUNTY SCHOOL DIST	FARMINGTON	UT	3	268	295	0.90	0.58	0.60	0.32	1.56	1
91	EL PASO ISD	EL PASO	TX	24	81	444	0.86	0.56	0.72	0.30	1.53	8
92	MESA UNIFIED SCH DIST 4	MESA	AZ	9	355	456	1.02	0.74	0.81	0.28	1.37	2
93	DALLAS ISD	DALLAS	TX	230	84	404	0.35	0.31	0.30	0.05	1.15	30
94	YSLETA ISD	EL PASO	TX	1	7	62	0.08	0.08	0.13	0.01	1.11	0
95	HAWAII STATE DEPARTMENT OF ED	HONOLULU	HI	301	3,093	12,187	7.35	7.36	6.81	-0.00	1.00	-0
96	SAN ANTONIO ISD	SAN ANTONIO	TX	263	163	2,845	3.39	3.52	4.68	-0.13	0.96	-10
97	JORDAN SCHOOL DISTRICT	SANDY	UT	3	1,926	2,108	3.00	3.32	3.45	-0.32	0.90	-0
98	BIRMINGHAM CITY SCH DIST	BIRMINGHAM	AL	3,261	706	3,970	8.93	9.96	9.07	-1.03	0.90	-377
99	MEMPHIS CITY SCHOOLS	MEMPHIS	TN	8,729	3,647	12,376	10.21	13.61	10.94	-3.40	0.75	-2,909
100	OAKLAND UNIFIED SCHOOL DIST	OAKLAND	CA	DATA NOT REPORTED								

F-4-97

APPENDIX 3

Suspension Data Form and Instructions

Cincinnati Public Schools
ALTERNATIVE/SETTLEMENT OFFICE
230 East Ninth Street
Cincinnati, Ohio 45202

TO: All Cincinnati Public School Principals

FROM: Dr. Jack L. Lewis JLL, Director

DATE: October 2, 1990

RE: Student Suspension Data Forms

During the time period from October 8 through November 15, 1990, we will be collecting data needed to answer some questions that have been raised about student suspensions. Please distribute the enclosed forms and instructions as appropriate to members of your administrative staff. A completed form should be sent with each suspension letter forwarded to the Associate Directors for Support Services during the study period.

Through the data collected in this manner, we will be trying to address questions that have been raised about our systemwide procedures for student discipline. Please be assured that the data will not be used in any way to evaluate the way you and/or any of your administrative staff members deal with student suspensions.

Thank you in advance for your assistance with this request. Please contact the Associate Directors for Support Services or myself if you have questions.

Approved: Lionel H Brown
Dr. Lionel H. Brown
Deputy Superintendent for Administration,
Curriculum and Instruction

bp
c: Area Assistant Superintendents

INSTRUCTIONS FOR COMPLETING SUSPENSION DATA FORM

PURPOSE - This form is being used to collect data needed to answer some important questions that have been raised about the nature of student behavior and equitable treatment for all students. Please complete the form as accurately as possible, and submit it as indicated below. Note that this form is to be completed for each student suspension (out-of-school) between the dates of October 8 and November 15, 1990. Please call your Associate Director for Support Services if you have questions about this form.

Specific Instructions

Item 1. Self explanatory.

Item 2. Enter numbers (not letters) in the order indicated. For example, October 9 would be coded as 10/09/90.

Item 3. Enter the hour of the day when the offense occurred. For example, 1:00 P.M. would be coded as 01/2. Enter all zeros if the time is not known or is not applicable for the offense.

Item 4. Self explanatory. Enter a 20 if none of the terms listed is adequate to describe the offense.

Item 5. Self explanatory.

Item 6. Enter the appropriate code to identify the position of the individual who first reported the offense to the administrator. Use code 09 to indicate a student, parent, or other community member.

Item 7a. Enter the race of the individual you selected for Item 6.

Item 7b. Enter the race of the person harmed by the offense. This will require some judgment on your part. We want to identify the race of the person affected most directly by the offense, and we recognize that this cannot be done for some offenses. For example, severe acting out behavior by a student in the classroom should be considered an offense against the teacher unless a student in the classroom was harmed or threatened physically by this behavior. In the latter case, the affected student would be the person harmed by the offense.

Enter a 3 when it is not possible to identify the person harmed (such as for smoking or breaking and entering), and enter a 4 when more than one individual was harmed or threatened.

Item 7c. Enter the appropriate code for the administrative staff member who has investigated the offense personally and recommended the suspension. (Note: In many schools, we would expect to find that this will be the assistant principal.)

Item 8. Please provide a good narrative explanation of what the student did to deserve the suspension. Provide as much much detail as you can, and use extra sheets if needed. This explanation can be handwritten, but it must be legible. Study the examples below before completing this item.

Example A.

INADEQUATE EXPLANATION - Johnny was disrespectful to his teacher, and used obscene language.

ADEQUATE EXPLANATION - During small group reading time in class, Johnny began talking to Joe while they were both supposed to be working on their assignment. The teacher stopped her work with another reading group, and asked Johnny and Joe to stop talking and to do their work quietly.

Joe went back to work on his assignment, but Johnny then began throwing spitwads at Susie who was at another table. The teacher saw Johnny throw the spitwad, and asked Johnny to sit in a chair by her desk. Later, the teacher informed Johnny that he would have to stay after school that evening for a detention. Johnny said, "I ain't staying, and you can't make me, bitch." The teacher sent Johnny to the principal's office with a note of explanation.

BEST COPY AVAILABLE

(1-4) ___ ___ ___ ___
(For office use only.)

SUSPENSION DATA FORM

DIRECTIONS: Complete this form according to the instructions provided on the enclosed blue sheet for each out-of-school suspension assigned to a student at your school between the dates of October 8 and November 15, 1990. Enter the appropriate numbers in the spaces provided in the right-hand column.

- -

NAME OF STUDENT ______________________________ SCHOOL ____________________

1. STUDENT I.D. NUMBER. (05-12) ___ ___ ___ ___ ___ ___ ___ ___
2. DATE OFFENSE OCCURRED. (13-18) ___ ___ / ___ ___ / ___ ___
   mo day year
3. HOUR OF DAY WHEN OFFENSE OCCURED (19-21) ___ ___ / ___
   hour 1(AM) or 2(PM)
4. TYPE OF OFFENSE. Enter appropriate number from the list below. (22-23) ___ ___
   - 01 - Breaking and Entering
   - 02 - Dangerous Weapons
   - 03 - Disorderly Conduct
   - 04 - Explosives
   - 05 - False Identification
   - 06 - Fighting
   - 07 - Forgery
   - 08 - Fraud
   - 09 - Gambling
   - 10 - Improper Driving
   - 11 - Physical Assault
   - 12 - Profanity/Obscenity
   - 13 - Sex Offenses
   - 14 - Smoking
   - 15 - Theft/Possession
   - 16 - Trespass
   - 17 - Under the Influence
   - 18 - Unruly Conduct
   - 19 - Vandalism
5. TYPE OF SETTING. Indicate where the offense occured by entering the appropriate number. (24-25) ___ ___
   - 01 - In the clasroom
   - 02 - In the school lunchroom
   - 03 - In the school gymnasium
   - 04 - On private property near school
   - 05 - In the school hallway
   - 06 - In the school restroom
   - 07 - On the school playground or yard
   - 08 - On the school bus
   - 09 - Elsewhere in the school
   - 10 - Not applicable
6. REPORTING OF THE OFFENSE. Indicate the position of the person first reporting the offense. (26-27) ___ ___
   - 01 - Regular classroom teacher
   - 02 - Non-Certificated employee
   - 03 - School counselor
   - 04 - Security guard
   - 05 - Administrative staff
   - 06 - Substitute teacher
   - 07 - School bus driver
   - 08 - Other certificated employee
   - 09 - Other
7. RACE OF OTHER INDIVIDUALS INVOLVED. Enter the appropriate number using this key: 1 = Black, 2 = Non-Black, 3 = Unknown or Not Applicable

   a. Race of individual reporting the offense. (28) ___

   b. Race of person harmed by the offense. (29) ___

   c. Race of individual assigning the suspension. (30) ___

(OVER)
Please complete the back side of this form.

8. **DESCRIPTION OF OFFENSE.** Describe clearly what the student actually did to get suspended. Be specific about actions and/or statements (use direct quotes if possible) made by the student. (Follow the instructions provided as you complete this description.)

NOTE: This completed form is to be attached to each student suspension letter submitted to the Associate Director for Support Services between October 8 and November 15, 1990.

(For office use only.)

APPENDIX 4

Instruction Sheet for Reviewers

INSTRUCTION SHEET FOR COMPLETING THE RESPONSE FORM ON STUDENT SUSPENSIONS

AD HOC DISCIPLINE COMMITTEE

Cincinnati Public Schools

Directions: Please review the enclosed descriptions of student behavior, and respond to the following question: "Based on the district's written policies and procedures for student discipline, does this behavior justify the suspension that was given to the student?"

Give a separate response for each behavior description according to this key:

1 = Yes **2 = No** **3 = I'm not sure**

4 = Not enough information is given to make a decision

When marking your response, be sure to insert the four-digit code shown on the sheet in the first four spaces. Then, give your response to the question above.

SAMPLE RESPONSE (FOR #1591)

1 5 9 1 - 1

Please sign and date the response form when your work is completed, and return the form to:

Dr. Jack Lewis
Alternative/Settlement Office
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, Ohio 45202

APPENDIX 5

Descriptions of Student Misbehaviors Which May Lead to a Suspension

Descriptions of Student Misbehaviors

Type of Misbehavior	Description
Breaking and Entering	A student shall not (by stealth, deception or force) enter a school building or any part thereof which has been closed.
Dangerous Weapons, Instruments or Objects	A student shall not possess, handle, transmit or conceal any object which might be used as a dangerous weapon or instrument capable of harming another person.
Disorderly Conduct	A student shall not, by use of violence, force, coercion, threat, harassment, insubordination or misbehavior, cause disruption or obstruction to the education process, including all curricular activities.
Explosives	A student shall not possess, handle, transmit, conceal or use any explosive device or substance which can be used as an explosive.
False Identification	A student shall not use another person's identification nor give false identification information to any school official.
Fighting	A student shall not physically fight with another person. Self defense or defense of others may be taken into account in determining whether this provision has been violated.
Forgery	A student shall not sign the name of another person for the purpose of defrauding school personnel or the board of education.
Fraud	A student shall not deceive another or cause another to be deceived by false of misleading information in order to obtain anything of value.

Descriptions of Student Misbehaviors (Continued)

Type of Misbehavior	Description
Gambling	A student shall not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.
Improper Driving	A student shall not intentionally, recklessly or negligently operate a motor vehicle so as to endanger the safety, health and welfare of others or their property or commit traffic offense under the Cincinnati Municipal Code or Ohio Revised Code.
Physical Assault	A student shall not physically attack another person unless clearly in self defense.
Profanity and/or Obscenity	A student shall not, verbally or by written word, photographs, or drawings direct profanity to any other student or any school personnel or insult any student or any school personnel by obscene gestures.
Sex Offenses	A student shall not sexually harass, abuse or assault another, nor shall a student engage in conduct which to an ordinary observer would appear to be sexual conduct, sexual exposure or masturbation in circumstances when such activity is likely to be viewed by others.
Smoking	No student shall smoke or use tobacco or possess any substance containing tobacco in any area under the control of a school district or at any activity supervised by any school operated by a school district.
Theft/Possession of Stolen Property	A student shall not, without permission of the owner or custodian of the property, take property or have in his/her possession property which does not belong to the student.

Descriptions of Student Misbehaviors (Continued)

Type of Misbehavior	Description
Trespass	A student shall not enter upon the premises of a school other than one to which assigned without authorization from the person in charge, nor shall the student return to the assigned school without permission while under suspension, expulsion or act of removal.
Under the Influence	A student shall not attend school under the influence of alcohol, illicit drugs or other intoxicating substances.
Unruly Conduct	A student shall comply with the directions of authorized school personnel during any period of time when the student is under the authority of the school.
Vandalism	A student shall not willfully cause destruction or defacement of property, including vehicles.

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1990-1991

SCHOOL

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12	
SCPA (7-12)	36	8	1	30	3	2	80			13	23	23	10	5	4	2			33	25	12	4	3	3	
TAFT (9-12)	122	49	-0-	38	7	-0-	216					18	64	65	50	19					122	50	28	16	
WESTERN HILLS	542	188	1	318	56	-0-	1105					74	300	355	254	122					588	212	224	81	
TOTAL	700	245	2	386	66	2	1401			13	23	115	374	425	308	143			33	25	722	266	255	100	
AREA II																									
AIKEN (9-12)	392	121	2	129	25	1	670				1	67	190	243	116	53					431	167	42	30	
CAPE (6-12)	329	112	-0-	125	40	-0-	606		17	65	104	133	124	92	47	24		54	142	139	153	64	31	23	
CLARK ACAD.	1	2	2	3	1	-0-	9						1	4	1	3					5	1	3		
GUILFORD	2	3	-0-	-0-	-0-	-0-	5				2	1	1			1			1	3				1	
WOODWARD(9-12)	384	11	-0-	238	6	1	640			13	24	80	178	190	104	51			43	27	274	176	83	37	
TOTAL	1108	249	4	495	72	2	1930		17	78	131	281	494	529	268	132		54	186	169	863	408	139	91	
AREA III																									
HUGHES(7-12)	138	30	-0-	53	14	-0-	235				1	33	89	57	40	15					124	66	35	10	
WALNUT HILLS	86	47	7	53	25	5	223			77	78	41	8	4	13	2			125	70	3	7	6	12	
WITHROW(9-12)	419	130	5	176	29	2	761					66	200	216	184	95					327	232	125	77	
TOTAL	643	207	12	282	68	7	1219			77	79	140	297	277	237	112			125	70	454	305	166	99	
TOTAL SR.HI	2451	701	18	1163	206	11	4550		17	168	233	536	1165	1231	813	387		54	344	264	2039	979	580	290	
JR.HI/MIDDLE																									
AREA I																									
BLOOM (7-8)	150	15	-0-	60	17	-0-	242			52	111	48	29	2					162	80					
DATER (7-8)	231	317	-0-	137	77	-0-	762		2	79	207	243	158	69	4				329	233	200				
GAMBLE(6-8)	264	85	-0-	175	12	-0-	536		1	81	182	179	88	5					312	224					
HEINOLD(7-8)	5	7	-0-	10	-0-	-0-	22			3	9	7	3						12	10					
PORTER(7-8)	140	182	2	75	98	1	498			56	164	154	114	10					226	272					
ROBERTS(7-8)	23	21	-0-	30	5	-0-	79			9	37	27	6						56	23					
TOTAL	813	627	2	487	209	1	2139		3	280	710	658	398	86	4				1097	842	200				

PREPARED BY: Cincinnati Public Schools
Dept. of Curriculum & Instruction
Support Services Areas I,II,& III 369-4051

JR.HI/MIDDLE AREA II	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
CREST HILLS (7-8)	133	4	-0-	65	-0-	-0-	204		22	66	69	46	1				79	125				
SCHWAB (7-8)	266	63	-0-	108	24	1	462		45	165	152	94	6				222	240				
R/CONDON (7-8)	16	3	-0-	3	-0-	-0-	22		1	13	8						19	3				
TOTAL	415	70	-0-	176	26	1	688		68	244	229	140	7				320	368				
AREA III																						
C.B.A. (6-8)	143	42	5	118	8	5	321	43	124	103	45	6				50	138	107	26			
EASTERN HILLS (7-8)	34	21	1	30	5	2	93		13	41	32	7					58	35				
MERRY (7-8)	410	22	-0-	205	12	-0-	649		76	276	216	70	11				363	286				
PEOPLES (7-8)	42	16	-0-	11	14	-0-	83		7	15	34	23	4				28	55				
SHRODER PAD. (7-9)	167	121	2	69	40	-0-	399		44	183	117	46	9				220	179				
TOTAL	796	222	8	433	79	7	1545	43	264	618	444	152	24			50	807	662	26			
TOTAL JR. HIGH	2024	919	10	1096	314	9	4372	46	612	1572	1331	690	117	4		50	2224	1872	226			
GRAND TOTAL SECONDARY	4475	1620	28	2259	520	20	8922	63	780	1805	1867	1855	1348	817	387	104	2568	2136	2265	979	580	290

F-4-110

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1990-1991

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	8	180	4	67	15	3	1		47	4	17	3	1	273	3	8		2					3	25	2	4	
CAPE (7-12)	3	43		116	4	6	6	1	71	6	20	11	3	266	2	2				1			7	34		4	
CLARK ACAD. (9-12)										4	2			3													
HUGHES (9-12)	1	106		38					13		3	1		48	4	2		3		1			6	5		3	1
SCPA (7-12)		12		14	1				3		3		1	35	2			1					1	4			3
TAFT (9-12)	2	59		46	1				28	8	2	2		48		2							5	11		2	
WALNUT HILLS (7-12)	1	16	2	7	2		1		5	2	9	2		138		13	1	1			4		2	17			
WESTERN HILLS (9-12)	6	101	16	74	10		1		52	2	15	8		792	4	1							1	20		2	
WITHROW (9-12)	2	192		42	3	1	10	1	145	44	10	18	1	254	1	9	1	5		1			2	16		3	
WOODWARD (7-12)	2	94		85	7	2	5		31		11	13	1	363	3	9	2	1					1	9			1
TOTAL (4545)	25	803	22	489	43	12	24	2	395	70	92	58	7	2220	19	46	4	13		3	4		28	141	2	18	5
JR.-MIDDLE																											
BLOOM (7-8)	10	63		81		1			7	1	4	1		42		2		4					5	18		3	
C.B.A. (6-8)	2	96		70					16	2	9			89	7	7		2		1			3	11		5	1
CREST HILLS (7-8)	12	27		42		1			25		5	1	1	65	2								9	26		6	2
DATER (7-8)	3	229		149	1	1			70	11	11	5		251	2	3		1		1			8	14		1	1
E. HILLS (7-8)		12		51					2	2	1	1		11				4					2	2			
GAMBLE (6-8)	2	43		114					1	11	3			338		1				1			9	13			
HEINOLD (7-8)	1	7		7					3		1			1													2
MERRY (7-8)	7	123		141					43	17	5	4		257	1	1		4					5	37		3	
PEOPLES (7-8)	2	17		9					1	3		1		38		2				1			1	8			
PORTER (7-8)	6	65		41					8	12	1	1		361				1					2				
ROBERTS (7-9)	1	18		21		1			2					26	2			1						1		4	
ROSELAWN (7-8)		8		2					3					6													
SCHWAB (7-8)	5	163		87	5	1			33	4	5	9		114		6		1					4	23		1	1
SHRODER-PAIDEIA (7-9)	2	192		11	1				7	6	2	3		165	2	2								5		1	
TOTAL (4369)	53	1068		826	7	5			221	69	47	26	1	1744	16	24		20		4			48	159		24	7
GUILFORD		1												2										2			
GRAND TOTAL (8919)	78	1872	22	1315	50	17	24	2	616	139	139	84	8	3966	35	70	4	33		7	4		76	302	2	42	12

F-4-111

SCHOOL

SUMMARY OF SUSPENSIONS

YEARLY TOTALS 1990-1991

ELEMENTARY AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg	1	2	3	4	5	6
CARSON	1						1							1								1	
CENTRAL FAIR (K-6)	52	37	3	13	6		111				6	12	19	35	36	3			5	14	22	35	35
CHEVIOT (K-6)	19	3		1			23		2	3	1	1	4	9	3			5		2	3	9	4
COVEDALE (K-6)	63	42		23	4		132			4	4	24	34	37	25	4		3	7	15	31	33	43
HAYS (K-6)	5			1			6						2	2	2						3	1	2
HEBERLE (K-6)	17	4		4	2		27		2	6	3	9	3	4				8	2	5	10	1	1
HEINOLD (K-6)	12	4		4			20		1		1		6	6	6			1	1	3	2	9	4
MIDWAY (K-6)	13	7		3			23			1		1	9	8	3	1		2			5	9	7
N.FAIRMOUNT (K-6)	91	12		23	1		127			2	2	10	26	39	39	9			3	5	25	43	51
OYLER (K-6)	83	30		27	12		152	1		5	14	21	30	35	43	3	1	6	18	12	23	53	39
QUEBEC HGTS (K-6)	NONE																						
ROBERTS (K-6)	79	28		24	10		141		1	3	8	13	17	36	56	7		3	6	9	19	46	58
ROLL HILL (K-6)	18	8		8	3		37	1	2	1	6	4	4	14	4	1	3	1	1	8	2	12	10
ROTHENBERG (K-6)	56	6		21	1		84				5	7	19	33	12	8			1	10	5	31	37
SANDS (K-6)	1						1					1									1		
SAYLER PARK (K-6)	2	34			2		38				2	3	10	11	9	3				2	3	16	17
SCPA (4-6)	18	1	1	14	4		38				8	11	10	9							16	14	8
WASHBURN (K-6)	1			1			2							2								1	1
WASHINGTON PK. (K-6)	61	16		13	15		105	3			5	19	16	33	25	4	3		2	15	24	35	26
WESTWOOD (K-6)	12	16		5	1		34	1	1	8	3		3	9	4	5	1	3	8	1		13	8
WHITTIER (K-6)	8	5		4	2		19			3	1	1	3	5	5	1		1	2		4	3	9
TOTAL	612	253	4	189	63		1121	6	9	36	69	137	215	328	272	49	8	33	56	101	198	365	360

F-4-112

SCHOOL

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1990-1991

ELEMENTARY AREA II	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
BOND HILL (K-6)	27			9	1		37			1	1	1	5	13	13	3			2		5	14	16
BURTON (K-6)	20			8			28	1		1		1	8	8	8	1	1	1	1		7	6	12
CAPE ELEM (K-5)	9	3		4			16			2	5	2	3	3	1				5	2	5	4	
CARTHAGE (K-5)	3			4			7			1		2	4						1		5	1	
CHASE (3-6)	257	75		93	6		431				6	52	96	130	115	32				28	139	112	152
CLIFTON (K-6)	8	2		5			15	1				3	6	3	2		1				8	3	3
COLLEGE HILL(K-6)	1						1						1									1	
HARTWELL (K-6)	19	9		5			33		2	3	4	5	6	10	3			5	2	4	5	8	9
KIRBY RD. (K-2)	3	3		3			9			4	5								9				
LOSANTIVILLE(K-6)	5	2					7			1	1		1	3	1				1	1	1	1	3
MT. AIRY (K-6)	31	3		15	8		57	1		2	2	9	9	26	6	2	1	2	7	3	15	20	9
N.AVONDALE (K-6)	2			3			5				1	1	3						1		1	1	2
PLEASANT HILL(K-6)	111	12	3	19			145		6	4	12	22	37	40	17	7	1	7	6	31	25	51	24
PLEASANT RIDGE(K-6)	36	7	1	13			57			4	11	10	12	8	10	2		3	8	9	14	15	8
R/CONDON (K-6)	9	3		5			17					1	2	4	7	3					2	3	12
SWIFTON (K-5)	5						5			1	2	2						2	1		2		
WINTON PLACE(K-5)	28	5		2			35	1	1	9	11	9	4				1	9	8	16	1		
TOTAL	574	124	4	188	15		905	4	9	33	61	120	197	248	183	50	5	29	52	94	235	240	250

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1990-1991

SCHOOL ELEMENTARY AREA III		MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL	5	6	7	8	9	10	11	12	13+		Kdg	1	2	3	4	5	6	
ANDERSON PL.	(K-6)	10	2		5			17		1		2	3	2	4	4	1		1			6	1	7	2	
BRAMBLE	(K-6)	58	11	1	7			77			1	3	14	18	22	14	5				3	5	27	23	19	
C.B.A.	(K-6)	27	3		16			46		1	6	8	10	11	4	6				7	3	15	14	7		
DOUGLASS	(K-6)	33	3	1	8	1		46		1		4	13	6	13	8	1		1	1	1	8	14	12	9	
EASTERN HILLS	(K-6)	44	17	8	10			79		4	5	3	12	11	18	23	3			8		14	13	33	11	
**FAIRVIEW	(K-5)	34	10		9	2		55	2		4	11	21	10	6	1			2	3	5	24	13	8		
HOFFMAN	(K-6)	12			1			13				3	1		3	6				2		2		1	8	
HYDE PARK	(K-6)	17	8		11			36				1	3	5	14	11	2				1	3	8	12	12	
KILGOUR	(K-6)	34	5		6	4		49	2	1		9	13	11	11		2		3		4	13	9	17	3	
LINWOOD	(K-6)	6			4	1		11						5	5	1							5	5	1	
MCKINLEY	(K-6)	NONE																								
MILLVALE	(K-3)	11			3			14			6	3	3	2						3	6	5				
MT.WASHINGTON	(K-6)	16	11		13	1		41		1		1	5	3	15	10	6		1			4	2	11	23	
PARHAM	(K-6)	25	8		8			41				3	12	6	11	8						13	5	11	12	
ROCKDALE	(K-6)	25			6			31			1		9	1	6	8					4	8	2	12	5	
ROOSEVELT	(K-6)	20	11		14	1		46					2	9	17	13	5						11	13	22	
SCHIEL	(K-3)	NONE																								
SILVERTON	(K-6)	26			3	1		30					3	7	4	13	3					2	3	9	16	
S.AVONDALE	(K-6)	16	1		5			22					3	9	5	5						1	8	8	5	
TAFT	(K-6)	4						4					2	1	1								2	1	1	
VINE	(K-6)	18	4		2			24			1	2	6	5	3	7					2	4	7	4	7	
WINDSOR	(K-6)	30			15			45				4	6	5	16	11	3				2	6	10	13	14	
WOODFORD	(K-3)	2						2				2										2				
**EASTWOOD		9	2	1	2			14		1		1	2	1	4	3	2			1	1	1	4	2	5	
TOTAL		477	96	11	148	11		743	4	10	24	60	143	134	182	152	34		8	25	32	136	158	209	175	
TOTAL ELEMENTARY		1663	473	19	525	89		2769	14	28	93	190	400	546	758	607	133		21	87	140	331	591	814	785	

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SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
ANDERSON PLACE	1	1		8										5				1						1			
ACAD. WLD. LANG. @ SCHIEL (K-5)		3		11							1			28	1								1	1			
BOND HILL	1	6		13					3		2			10									1	1			
BRAMBLE	1	30		39							1			5						1							
BURTON	2	7		16								1								1			1				
CAPE (K-5)				9										3						1				1		2	
CARSON														1													
CARTHAGE		1		5																				1			
CENTRAL FAIRMOUNT		56		31					1		5			13	1		2						1	1			
CHASE (3-6)	3	56		153					29		14			131	9		1						5	23		2	5
CHEVIOT	1	8		3					2					3	1								3	2			
CLIFTON		1		6					1					6										1			
COLLEGE HILL	1																										
COVEDALE		66		26					1		5			23				1					5	3		2	
DOUGLASS		38		4							1												1	1			1
EASTERN HILLS (K-6)		43		15					1		3			13									1	1		2	
EASTWOOD		8									3			1									1	1			
FAIRVIEW (K-5)		16		17					1		5	1		11	2									2			
HARTWELL	1	4		8					3					16										1			
PAGE TOTALS	11	344		364					42		40	2		269	14		3	2		3			20	41		8	6

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1990-1991

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
HAYS	2			2							1			1													
HEBERLE	1	9		15										2													
HEINOLD (K-6)	1	4		3					1			1		5		1							2	2			
HOFFMAN	1	6												6													
HYDE PARK	3	4		18					2					5										1		3	
KILGOUR	5	10		7					1		4			13	1								3	4		1	
KIRBY ROAD (K-2)		1		1										3									3	1			
LINWOOD		3												8													
LOSANTIVILLE		2		2										3													
McKINLEY	NONE																										
MIDWAY	1	4		14					1					2	1												
MILLVALE (K-3)		3		3										7									1				
MT. AIRY	1	8		16										25						1			5	1			
MT. WASHINGTON		1		2					4			3		30									1				
NORTH AVONDALE		1		2										1										1			
NORTH FAIRMOUNT		35		32					2		5			46	3					1			2	1			
OYLER	4	42		30					4	1		1		31				4					15	12		8	
PARHAM		7		15					2		2			12						1				2			
PAGE TOTALS	19	140		162					17	1	12	5		200	5	1		4		3			32	25		12	

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1990-1991

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offenses	Starting A Fire
PLEASANT HILL	2	82		53										3									3	2			
PLEASANT RIDGE	4	4		17					3					16									1	12			
QUEBEC HEIGHTS	NONE																										
ROBERTS	1	23		40		2			11		2			44	1	1		3					1	4		8	
ROCKDALE		5		15										3						1				5		2	
ROLL HILL	1	13		15					2		1			3									1	1			
ROOSEVELT	2	22		18					1					1									1	1			
ROSELAWN/CONDON(4-6)		5		4					5					3													
ROTHENBERG	3	26		19					2		3			14		2							6	6		2	1
SANDS MONTESSORI																							1				
SAYLER PARK		21		7					1					5										1		3	
SCHIEL PRIM.(K-3) ARTS ENRICH.	NONE																										
SCPA (4-6)	2	6		7	1				1		3			13	1									3		1	
SILVERTON	1	3		22										3										1			
SOUTH AVONDALE		12		6					1					2										1			
SWIFTON PRIMARY(K-5)		5																									
TAFT ELEMENTARY		2														1								1			
VINE		1		6					1					11	1									3		1	
PAGE TOTALS	16	230		229	1	2			28		9			121	3	4		3		1			14	41		17	1

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SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
WASHBURN														1									1				
WASHINGTON PARK	2	35		19					1		1			36	4									7			
WESTWOOD		5		5					2		1			19	2												
WHITTIER		4		3					1		1			3									2	5			
WINDSOR	2	6		21					4		2			5		4							1				
WINTON PL. PRIMARY	1	4		3					6		1			2	1								4	12		1	
WOODFORD PRIMARY		1		1																							
TOTAL - This Pg. (242)	5	55		52					14		6			66	7	4							8	24		1	
" (1169) (page 7)	11	344		364					42		40	2		269	14		3	2		3			20	41		8	6
" (638) (page 8)	19	140		162					17	1	12	5		200	5			4		3			32	25		12	
" (720) (page 9)	16	230		229	1	2			28		9			121	3	4	3	3		1			14	41		17	1
GRAND TOTAL (2769)	51	769		807	1	2			101	1	67	7		656	29	9	3	9		7			74	131		38	7

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SCHOOL

SUMMARY OF EXPULSIONS YEARLY TOTALS 1990-1991

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12	
SCPA (7-12)	2	2		5	1		10			3	5	1	1						5	4		1			
TAFT (9-12)	1	2			1		4						1	1	2						4				
WESTERN HILLS	22	4		9	1		36					1	16	10	5	4					19	10	7		
TOTAL	25	8		14	3		50			3	5	2	18	11	7	4			5	4	23	11	7		
AREA II																									
AIKEN (9-12)	34	11		5	4		54					6	13	19	11	5					30	17	4	3	
CAPE (6-12)	21	9		6	4		40		2	3	8	18	5	2	1	1		4	11	18	5	1		1	
CLARK ACAD.	NONE																								
GUILFORD	1						1				1									1					
WOODWARD(9-12)	11	3			1		15			1	2	2	2	3	2	3			5		2	3	3	2	
TOTAL	67	23		11	9		110		2	4	11	26	20	24	14	9		4	16	19	37	21	7	6	
AREA III																									
HUGHES(7-12)	10	1			1		12					5	2	3	1	1					7	3	2		
WALNUT HILLS	6	5	3	6	4		24			4	11	4	1	1	3				11	8	1		1	3	
WITHROW(9-12)	31	6		1			38					1	6	9	11	11					12	11	7	8	
TOTAL	47	12	3	7	5		74			4	11	10	9	13	15	12			11	8	20	14	10	11	
TOTAL SR.HI	139	43	3	32	17		234		2	11	27	38	47	48	36	25		4	32	31	80	46	24	17	
JR.HI/MIDDLE AREA I																									
BLOOM (7-8)	5			3	1		9			4	4	1							8	1					
DATER (7-8)	12	9		4	1		26				9	8	4	5					12	6	8				
GAMBLE (7-8)	9	2		4			15			2	4	4	4	1					8	7					
HEINOLD (7-8)		3					3					1	2							3					
PORTER (7-8)	4	2		1			7			1	3	1	2						3	4					
ROBERTS (7-8)	NONE						-0-																		
TOTAL	30	16		12	2		60			7	20	15	12	6					31	21	8				

SUMMARY OF EXPULSIONS YEARLY TOTALS 1990-1991

JR.HI/MIDDLE AREA II	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12	
CREST HILLS (7-8)	18	2		4			24			2	8	3	8	3					9	15					
SCHWAB (7-8)	25			15			40			1	13	17	9						12	28					
R/CONDON (7-8)	NONE						-0-																		
TOTAL	43			19			64			3	21	20	17	3					21	43					
AREA III																									
C.B.A. (6-8)	4	2		8	1		15		3	5	6	1						8	2	5					
EASTERN HILLS (7-8)	2			1	1		4				3	1							4						
MERRY (7-8)	18	7		6			31			3	13	9	5	1				10	21						
PEOPLES (7-8)	14	3		2	2		21			2	3	9	5	2					7	14					
SHRODER PAD. (7-9)	4	2		2			8			1	4	2	1						6	2					
TOTAL	42	14		19	4		79		3	11	29	22	11	3				18	40	21					
TOTAL JR. HIGH	115	32		50	6		203		3	21	70	57	40	12				18	92	85	8				
GRAND TOTAL SECONDARY	254	75	3	82	23		437		5	32	97	95	87	60	36	25		22	124	116	88	46	24	17	

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SUMMARY OF EXPULSIONS YEARLY TOTALS 1990-1991

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	4	21		1							1	1		2		6		2			2		11		2	1	
CAPE (7-12)	2	3		1								3		4	2	2				1	5		16			1	
CLARK ACAD. (9-12)	NONE																										
HUGHES (9-12)	1	4												1		2								3			1
SCPA (7-12)		1		1										1									1	3			3
TAFT (9-12)																2								2			
WALNUT HILLS (7-12)	1	2														9	1				4		1	6			
WESTERN HILLS (9-12)	2	6		6					1			1		4		1	1						1	13			
WITHROW (9-12)	1	6		5				1			1					9	1						2	11		1	
WOODWARD (7-12)		1										1				9							2	2			
TOTAL 233	11	44		14				1	1		2	6		12	2	40	3	2		1	11		34	40	2	3	4
JR.-MIDDLE																											
BLOOM (7-8)	1	2														2							2	2			
C.B.A. (6-8)																7				1			3	1		3	
CREST HILLS (7-8)	3	2													1					1			5	11		1	
DATER (7-9)		5												1		2			1				8	7		1	1
E. HILLS (7-8)														2									1	1			
GAMBLE (6-8)	1	3												6		1							3	1			
HEINOLD (7-8)		1																									2
MERRY (7-8)	4	7		5										2		1							3	9			
PEOPLES (7-8)	1	5		1										5		1				1			4	3			
PORTER (7-8)	3	3																					1				
ROBERTS (7-9)	NONE																										
ROSELAWN (7-8)	NONE																										
SCHWAB (7-8)	3	4							1		2	2		1		5							2	18		1	1
SHRODER-PAIDEIA (7-9)		5												1		2											
TOTAL 203	16	37		6					1		2	2		18	1	21			1	3			32	53		6	4
GUILFORD 1		1																									
GRAND TOTAL 437	27	82		20				1	2		4	8		30	3	61	3	2	1	4	11		66	93	2	9	8

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SCHOOL

SUMMARY OF EXPULSIONS YEARLY TOTALS 1990-1991

ELEMENTARY	SEX AND RACE							AGE									GRADE						
AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
CENTRAL FAIRMOUNT	1						1									1							1
CHEVIOT	1						1							1									1
COVEDALE		2					2			1					1				1				1
HEINOLD		1		1			2						1	1								2	
NORTH FAIRMOUNT	4						4						1	1	1	1					1		3
OYLER	6	4		3	1		14				1	2	3	2	6			1		2	1	6	4
ROBERTS		1					1								1								1
ROTHENBERG	8	1		1			10				1		3	3	2	1				1	1	3	5
SANDS		1					1					1									1		
SAYLER PARK		1					1								1								1
SCPA	1			1			2							1	1							2	
WHITTIER	1	1			1		3							1	1	1						1	2
TOTAL	22	12		6	2		42			1	2	3	8	10	14	4		1	1	3	4	14	19
AREA II																							
BOND HILL	2						2								1	1							2
BURTON	1						1							1									1
CHASE	14	5		2			21				1	1	1	8	9	1				1	3	9	8
CLIFTON	1				2		3						1	2							1	1	1
MT. AIRY	5						5			1		1	1	2				1	1		1	2	
PLEASANT HILL	4						4				1			2	1					1			3
TOTAL	27	5		2	2		36			1	2	2	3	15	11	2		1	1	2	5	12	15

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SCHOOL

SUMMARY OF EXPULSIONS YEARLY TOTALS 1990-1991

ELEMENTARY	SEX AND RACE							AGE									GRADE						
AREA III	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
C.B.A.	1						1							1								1	
DOUGLASS		1		1			2						1		1						1		1
MILLVALE	1						1						1						1				
ROOSEVELT		1					1							1							1		
SOUTH AVONDALE	1						1						1									1	
TAFT ELEMENTARY	2						2					1		1						1			1
WINDSOR	4						4							1	3								4
TOTAL	9	2		1			12					1	3	4	4				1	1	2	2	6
Carried Forward																							
Areas I & II	49	17		8	4		78			2	4	5	11	25	25	6		2	2	5	9	26	34
GRAND TOTAL	58	19		9	4		90			2	4	6	14	29	29	6		2	3	6	11	28	40

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SUMMARY OF EXPULSIONS . . YEARLY TOTALS 1990-1991

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl.)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
AREA I																											
CENTRAL FAIRMOUNT (1)																							1				
CHEVIOT (1)	1																										
COVEDALE (2)		2																									
HEINOLD (2)														1									1				
NO. FAIRMOUNT (4)				2							1												1				
OYLER (14)	3	1		1						1				1									2	2		3	
ROBERTS (1)																							1				
ROTHENBERG (10)				1												2							5	2			
SANDS (1)																							1				
SAYLER PARK (1)				1																							
SCPA (2)	1																							1			
WHITTIER (3)		1																					2				
TOTAL (42)	5	4		5						1	1			2		2							14	5		3	
AREA II																											
BOND HILL (2)																							1	1			
BURTON (1)																							1				
CHASE (21)		2		3										4	2								3	3		4	
CLIFTON (3)				2										1													
MT. AIRY (5)	1													1									3				
PLEASANT HILL (4)	2																						2				
TOTAL (36)	3	2		5										6	2								10	4		4	

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SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl.)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
AREA III																											
C.B.A. (1)																							1				
DOUGLASS (2)																							1				1
MILLVALE (1)																							1				
ROOSEVELT (1)	1																										
SOUTH AVONDALE (1)		1																									
TAFT ELEMENTARY (2)																1								1			
WINDSOR (4)														1		3											
TOTAL (12)	1	1												1		4							3	1			1
Carried Forward																											
AREAS I & II (78)	8	6		10						1	1			8	2	2							24	9		7	
GRAND TOTAL (90)	9	7		10						1	1			9	2	6							27	10		7	1

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YEARLY TOTALS 1990-1991

SUMMARY - SUSPENSIONS AND EXPULSIONS

SUSPENSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	8922	4475	1620	28	2259	520	20
Elementary	2769	1663	473	19	525	89	-0-
Total	11691	6138	2093	47	2784	609	20

EXPULSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	437	254	75	3	89	16	-0-
Elementary	90	59	18	-0-	11	2	-0-
Total	527	313	93	3	100	18	-0-

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COMPARATIVE DATA

YEARLY TOTALS 1990-1991

SENIOR, JUNIOR & MIDDLE SCHOOL	SUSPENSIONS			EXPULSIONS		
SENIOR	1989-1990	1990-1991	DIFFERENCE	1989-1990	1990-1991	DIFFERENCE
AIKEN	545	670	+125	32	54	+22
CAPE	463	606	+143	28	40	+12
CLARK ACAD.	15	9	-6	8	-0-	-8
HUGHES	111	235	+124	-0-	10	+10
SCPA	27	80	+53	5	12	+7
TAFT	345	216	-129	6	6	-0-
WALNUT HILLS	143	223	+80	20	22	+2
WESTERN HILLS	697	1105	+408	18	36	+18
WITHROW	860	761	-99	28	38	+10
WOODWARD	421	640	+219	11	15	+4
TOTAL	3627	4545	+918	156	233	+79
JR.MIDDLE						
BLOOM	111	242	+131	11	9	-2
C.B.A.	45	321	+276	-0-	15	+15
CREST HILLS	62	204	+142	4	4	+20
DATER	577	762	+185	16	26	+10
E.HILLS(7-8)	108	93	-15	4	4	-0-
GAMBLE	474	536	+62	20	15	+5
HEINOLD	25	22	-3	1	3	+2
MERRY	441	649	+208	10	31	+21
PEOPLES	259	83	-176	16	21	+5
PORTER	291	498	+207	11	7	-4
ROBERTS	69	79	+10	3	-0-	-3
ROSELAWN(7-8)	25	22	-3			
SCHWAB	421	462	+41	18	40	+22
SCHRODER	409	399	-10	1	8	+7
TOTAL	3317	4272	+1055	115	203	+88
GUILFORD	1	4	+3	1	1	-0-

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ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1990-1991

	SUSPENSIONS				EXPULSIONS		
SCHOOL	1989-1990	1990-1991	DIFFERENCE		1989-1990	1990-1991	DIFFERENCE
K-5 ACAD WLD LANG(SAWYER)							
ANDERSON PLACE	160	17	-143				
BOND HILL	62	37	-5				
BRAMBLE	36	77	+41		-0-	2	+2
BURTON	32	28	-4				
CAPE (K-5)	22	16	-6		-0-	1	+1
CARSON	8	1	-7				
CARTHAGE	14	7	-7				
CENTRAL FAIRMOUNT	57	111	+54				
CHASE	279	431	+152		-0-	1	+1
CHEVIOT	7	23	+16		12	21	+9
C.B.A.	-0-	39	+39		-0-	1	+1
CLIFTON	57	15	-42		-0-	1	+1
COLLEGE HILL	-0-	1	+1		-0-	3	+3
COVEDALE	52	132	+80				
DOUGLASS	23	46	+23		-0-	2	+2
EASTERN HILLS	120	79	-41		-0-	2	+2
** FAIRVIEW	60	55	-5		2	-0-	-2
HARTWELL	16	33	+17				
HAYS	25	6	-19				
HEBERLE	89	27	-62				
HEINOLD (K-8)	108	20	-88		8	-0-	-8
HOFFMAN	12	13	+1		-0-	2	+2
HYDE PARK	3	36	+33				
KILGOUR	10	49	+39		1	-0-	-1
KIRBY ROAD	-0-	5	+5				
** EASTWOOD	(Not in oper.)	9	+9				
PAGE TOTALS	1232	1317	+85		23	36	+13

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ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1990-1991

SCHOOL	SUSPENSIONS 1989-1990	SUSPENSIONS 1990-1991	SUSPENSIONS DIFFERENCE	EXPULSIONS 1989-1990	EXPULSIONS 1990-1991	EXPULSIONS DIFFERENCE
LINWOOD	5	11	+6			
LOSANTIVILLE	8	7	-1			
McKINLEY	3	-0-	-3			
MIDWAY	27	23	-4			
MILLVALE	16	14	-2			
MT. AIRY	18	57	+39	-0-	1	+1
MT. WASHINGTON	15	41	+26	1	5	+4
NORTH AVONDALE	-0-	5	+5			
NORTH FAIRMOUNT	64	127	+63			
OYLER	109	152	+43	3	4	+1
PARHAM	18	41	+23	2	14	+12
PLEASANT HILL	106	145	+39	1	-0-	-1
PLEASANT RIDGE	103	57	-46	-0-	4	+4
PRIM.ARTS ENRICH	1	-0-	-1	3	-0-	-3
QUEBEC HEIGHTS	9	-0-	-9			
ROBERTS (K-6)	125	141	+16			
ROCKDALE	-0-	31	+31	3	1	-2
ROLL HILL	18	37	+19			
ROOSEVELT	64	46	-18			
ROSELAWN/CONDON	30	17	-13	2	1	-1
ROTHENBERG	82	84	+2			
SANDS MONTESSORI	1	1	-0-	1	10	+9
SAYLER PARK	19	38	+19	-0-	1	+1
SCPA (4-6)	9	38	+29	1	1	-0-
SILVERTON	8	30	+22	-0-	2	+2
SOUTH AVONDALE	39	22	-17	1	1	-0-
PAGE TOTALS	897	1165	+268	18	45	+27

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ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1990-1991

	SUSPENSIONS			EXPULSIONS		
SCHOOL	1989-1990	1990-1991	DIFFERENCE	1989-1990	1990-1991	DIFFERENCE
SWIFTON PRIMARY	6	5	-1			
TAFT	9	4	-5			
VINE	10	24	+14	-0-	2	+2
WASHBURN	1	2	+1			
WASHINGTON PARK	72	105	+33			
WESTWOOD	26	54	+28	1	-0-	-1
WHITTIER	48	20	-28			
WINDSOR	295	36	-259	1	3	+2
WINTON PLACE PRIM.	50	46	-4	-0-	4	+4
WOODFORD PRIM.	-0-	2	+2			
TOTAL (this page)	517	275	-242	2	9	+7
Brt.Fwd.(Pg.17)	1232	1317	+85	23	36	+13
Brt.Fwd.(Pg.18)	897	1165	+278	18	45	+27
GRAND TOTAL	2646	2757	+111	43	90	+47

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APPENDIX G

Planning,
Research &
Evaluation Branch

Coalition of Innovative Schools

An Evaluation Report 1990-91

Prepared by
Jerry W. Moore

November 1991

Cincinnati Public Schools
Office of the Superintendent

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EXECUTIVE SUMMARY
THE COALITION OF INNOVATIVE SCHOOLS PROGRAM
CINCINNATI PUBLIC SCHOOLS
1990-1991

For the seventh year the Coalition of Innovative Schools program provided Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park and Windsor Elementary Schools additional support for the purpose of improving the performance of their students in reading and mathematics. This Bronson Desegregation Settlement Agreement funded program began in the fall of 1984 and school selection was based on the low achievement levels of students in reading at these seven schools. Oyler Elementary School was added to the program beginning with the 1989-90 school year after being paired with Washington Park.

At least five million dollars was to be spent to improve achievement at these schools over seven years (1984-85 through 1990-91). The 1990-91 budget was slightly over one million dollars.

The various components of the new Coalition of Innovative Schools plan adopted and begun in 1989-90 were continued in 1990-91. Each school's staff participated in in-service training. Expanded student services were provided by the school counselor and Student-Focused Impact Team for each school. This team of various school professionals was created at each school in an effort to provide student services more efficiently. All eight schools shared the services of an additional school nurse and school psychologist. An instructor assistant was again provided each school to assist with the computer-assisted instruction. Other plan components included increasing and improving parental involvement and completing a school-wide student assessment.

The program received more additional support through the Chapter 1 school-wide projects begun at each school in 1990-91. The major impact these projects had in Coalition schools was in the reduction of class sizes, primarily in grades 1-3, by eliminating the traditional Chapter 1 pull-out remediation program and assigning these additional teachers to teach regular classrooms. This change increased the number of regular classroom teachers at each school.

In 1990-91, the distribution of achievement status on the California Achievement Tests at Coalition schools became more reflective of the distribution of achievement status throughout the system. In all three content areas there was an increase in the percentage of students in the average and above average achievement levels.

The percentage of students at or above the national norm increased in reading, language and mathematics by 5.2, 9.3 and 10.8 percentage points, respectively. These increases at Coalition schools were greater than the increases experienced by the total system.

The percentage of students at or above the national norm in program schools in reading and mathematics was more similar to the system average in 1991 than it was in 1984. That is, the difference between the percentage of students performing at or above the national norm in reading and mathematics at program schools and the same percentage of all students system-wide has declined since the program's inception. This indicates that the achievement gap that existed in 1984 between program students and all others throughout the district has been reduced.

The eight program schools on average experienced greater than the expected achievement gains in reading (+4.1 NCEs), in language (+3.2 NCEs) and in mathematics (+3.9 NCEs). Gains were better than system average gains in all three areas.

The attendance rate for program schools increased by 1.6 percentage points which was a larger increase than the attendance rate increase for all elementary schools.

Retention rates declined from 4.7% to 4.4% on average for all program schools in 1990-91 but remained slightly higher than the system average (4.0%).

Letters were sent from school to all parents approximately eight times per month. In addition, parents were contacted individually by phone, in person or in writing approximately four times during the school year.

An average of 1,134 services were provided each school by the school counselor and 256 services were provided by the school nurse or school psychologist.

Attitudes of students toward school remained high and were as positive or more so than system averages on selected survey items. Large increases in the average responses of teachers reflected improved attitudes toward school and average responses were much closer to system averages than in previous years. Parent attitudes also became more positive toward their child's school.

THE COALITION OF INNOVATIVE SCHOOLS PROGRAM

Introduction

The Coalition of Innovative Schools program (formerly Low Achieving Schools) was implemented in September of 1984 in order to improve student achievement levels in the lowest achieving schools in the Cincinnati Public School District. The primary impetus for this program was the 1984 negotiated settlement between the Cincinnati Public Schools and the National Association for the Advancement of Colored People. This settlement, termed the Bronson Desegregation Settlement Agreement, not only established racial balance goals for the school system but also mandated special efforts to address the educational needs of students in these low-achieving schools. Approximately five million dollars was allocated to this program under the terms of this agreement to be spent over a period of seven years (1984-85 through 1990-91).

The seven lowest elementary schools in a ranking of schools based on student reading scores were selected for this program. These schools were Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor elementary schools. The specific measure used to develop this ranking was the percentage of students scoring at or above the national norm in reading on the California Achievement Tests administered in April 1983. Oyler Elementary School was added to the program beginning with the 1989-90 school year as a result of the pairing of its students with Washington Park.[1] (See Appendix A for a map showing the location of each school.)

---

[1] Oyler and Washington Park were paired in 1989-90. Grade 1-6 students in both districts with a last name beginning with any letter from A to J now attend Oyler. Students with a last name beginning with any letter from K to Z attend Washington Park.

Program Description

The Coalition of Innovative Schools program was begun in seven schools in 1984-85. Its major program components for school improvement at that time were staff in-service training, computer-assisted instruction and school curriculum strengthening through the addition of an instructional leader. Successes in the early years of the program have been described in previous reports. During the spring of 1989 a major updating of the program design was made resulting in a new five-year plan for the program. This plan added new components to the program calling for increased student services, a team approach to addressing the needs of students at-risk and increased parental involvement. Oyler Elementary School was also incorporated into the program at this time and the program's name was changed from Low Achieving Schools to Coalition of Innovative Schools.

The 1990-91 school year brought even more significant changes with the impact of Chapter 1 school-wide projects at each school. The federal regulations governing Chapter 1 allowed school districts to be more flexible with federal funds they received for reading instruction and improvement. All eight schools applied for and received approval to begin school-wide Chapter 1 projects. Parents, teachers and the school principal of each school together developed a plan governing the use of their Chapter 1 funding. These new Chapter 1 plans allowed each school to replace the traditional Chapter 1 pull-out model of reading instruction with an emphasis on smaller class sizes, i.e., Chapter 1 funds were used to place additional regular classrooms teachers in each school. Each project also funded additional personnel (e.g., home-school facilitator, school nurse and school psychologist) for improving parental involvement and increasing student services. Only Coalition of Innovative Schools and three other elementary schools (Washburn, Whittier and Winton Place) were invited to participate in this new Chapter 1 design for 1990-91.

Extra Personnel

The new program plan which began in the 1989-90 school year required the placement of a school counselor in each school. The 1990-91 school year marked the second year for this position in Coalition schools. This person's role included implementing the district's adopted counseling program for the elementary grades as well as sharing with the school principal leadership of the Student-Focused Impact Team. Addressing the needs of students through a team approach was an integral part of the new plan. Each school's team included key staff members at each school (principal, assistant principal, counselor, psychologist or nurse, visiting teacher, etc.) and it was the responsibility of each team to coordinate needed services to children in an effort to provide a more efficient delivery system of such services. The team also reviewed and made appropriate recommendations for referred students.

A school nurse and school psychologist were assigned to serve all eight schools. While one provided services and was a member of the Student-Focused Impact Team at four schools, the other did the same at the other four schools in the program. It was the intent of the program director to add to the program an additional nurse and psychologist to serve schools in 1990-91. Two additional staff persons were hired but served only part of the school year. Unexpected circumstances were the cause of this loss of service.

An instructor assistant was placed in each school to continue the computer assisted instruction provided for students.

The program director, appointed during the 1989-90 school year, continued to provide daily assistance to schools. This person was responsible for guiding each school toward the success of the program's new plan.

Additional staff members for the 1990-91 school year included additional half-time assistant principals at five schools. Additional art, music or physical education teachers were placed at three schools.

The largest number of additional personnel provided for the Coalition program was the number of teachers placed in each school in order to reduce class size for 1990-91. Many of these teachers had been Chapter 1 remedial reading teachers for the Coalition schools whose positions were eliminated at the end of 1989-90.

Found in Table 1 is an accounting of all the additional personnel at each Coalition school for 1990-91. An effort was made to identify those not only provided through Bronson and Chapter 1 but other additional staff members provided Coalition schools beyond the normal allocation provided schools throughout the district.

Computerized Instruction

Wasatch computer labs were placed in four of the schools in 1984 at the beginning of the first year of the program. These schools were Heberle, Hoffman, Windsor and Washington Park. Oyler received a Wasatch lab through ESEA Chapter 1 funds when it was incorporated into the program in the fall of 1989. These labs continued to operate in 1990-91. Their main focus was reading instruction for students in intermediate grade levels although at some schools, grade 3 students were also served.

Each of the seven original schools received approximately 15 Apple computers and set up Apple computer labs. Schools have used these computers for both reading and mathematics instruction. Only Hays and Heinold have kept these computers in a lab setting. Other schools used these computers in classrooms, with some of the computers being rotated among classrooms during the year.

All original seven schools received Writing to Read computer labs which supported reading and writing instruction for grades K-1. Washington Park still maintained its lab for writing activities only. The other schools have discontinued their labs but most continue to use the computers in grades K and 1 classrooms.

Teacher In-Service

Coalition schools were provided funds for teacher in-service. Schools were encouraged to develop in-service sessions appropriate to their own school needs. However, four of the schools jointly participated in a Saturday program conducted by Dr. Geneva Gay from Purdue University. She provided training in classroom management and guidance in working with children with cultural differences. A variety of other sessions were held at the Coalition schools for entire staffs. Some examples of these were sessions on effective small group instruction, creating learning centers, use of computers and developing positive self-esteem in children. Other individual staff members attended in-service sessions outside of their building and shared information with staff members on their return.

Two staff members at Hoffman and two at Windsor began training in 1990-91 for the purpose of beginning a Reading Recovery program at their school in 1991-92.

Class Size Reduction

One of the most important changes for the Coalition schools for 1990-91 was the elimination of the traditional Chapter 1 pull-out program for remedial reading instruction. Most of the additional teachers provided through Chapter 1 were assigned regular classrooms. The purpose of this change was to reduce class sizes, allowing for more individual attention of a larger number of students.

The average class size for all schools reported at the end of first quarter was 19.0 for grades K-8. This figure changed slightly to 18.8 (see Table 2) by the end of the second quarter after the addition of two kindergarten teachers, one each at Heberle and Washington Park. Without the additional teachers funded through the Chapter 1 school-wide projects for the purpose of reducing class size, the average class size would have been approximately 23.2 or larger by almost five students.

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Table 1. Additional Personnel Allotted to Coalition of Innovative Schools, 1990-91.

School	CERTIFICATED PERSONNEL: Teachers for Class Size Reduction: K	1	2	3	4	5	Extended Kindergarten	Counselor	Home-School Facilitator	Art, Music or Physical Education Teacher	Instructional Leader	In-School Suspension	Visiting Teacher	School Nurse/ School Psychologist	Other*	ADMINISTRATIVE PERSONNEL: Assistant Principal	CIVIL SERVICE PERSONNEL: Parent Coordinator	Computer Lab	Other	Total Certificated	Total Administrative	Total Civil Service
Hays		3	1	1	1		.5	1 B					.5 B	.25 B		.5 B	1	1 B	1	8.25	.5	3
Heberle		1	1	1		.5	.5 1.5 A	1 B	1	1.5 B		1		1 .25 B	1 1 A			1 B	5	13.25	0	6
Heinold	1		1	1			1 A	1 B	1	3 A		1		.25 B				1 B	2 1 B 3 A	10.25	0	7
Hoffman		1	1				.5	1 UDP		1 B	1 UDP			.25 B	2	.5 B	1	1	1 1 UDP	7.75	.5	4
Oyler		3	2	1		1	.5	1 B	1 DPPF	1 A			.5 B	.25 B	1.5	.5 B		1 B		12.75	.5	1
Rothenberg	1	2	1	1	1	1		1 B	.5	.5 B			.5 B	.25 B	1.5 .2 A	.5 B	.5	1 B	3.5	11.45	.5	5
Washington Park	1	1	1					1 B		1 B				.25 B	2		1	1	6	7.25	0	8
Windsor								1 UDP 1 GF			1 UDP	1	.5 B	.25 B	3	.5 B	.25		1 1 UDP 1 B	7.75	.5	3.25
TOTAL	3	11	8	5	2	2.5	4.5	9	3.5	8	2	3	2	3	12.2	2.5	3.75	7	26.5	78.70	2.5	37.25

Funding Sources: Not noted - Chapter 1 Schoolwide Project, B - Bronson, UDP - Urban Demonstration Project, A - Alternative Funds/Bronson, GF - General Fund, DPPF - Disadvantaged Pupil Personnel Fund.

* Heberle - One teacher served grade 1 students deficient in reading skills in pull-out program and one teacher served in Extended Day Program.
Hoffman - Two teachers served children deficient in reading skills in regular classroom during reading instruction.
Oyler - One teacher ran Parents as Partners in Reading Program and .5 FTE was additional nurse.
Rothenberg - .2 FTE was Gifted and Talented teacher who served targeted students one day a week, one teacher taught social skills and .5 FTE operated time-out room.
Washington Park - Two additional teachers provided music and physical education instruction for grades K-6 while also allowing for team planning for teachers at each grade level.
Windsor - Two teachers ran Critical Thinking Skills lab. One teacher provided additional assistance to intermediate mathematics teacher half-time and provided physical education instruction K-6 for remaining half-time.

Table 2. Average Class Size of Coalition of Innovative Schools, 1990-91.

School	Total Regular Classrooms K-8	Second Quarter ADM Regular Students	Average Class Size
Hays	24	416	17.3
Heberle	36	772	21.4
Heinold	22	396	18.0
Hoffman	17	331	19.5
Oyler	22	400	18.2
Rothenberg	29	437	15.1
Washington Park	20	421	21.1
Windsor	15	313	20.9
TOTAL PROGRAM	**185**	**3486**	**18.8**

The focus for the reduction in class size was at grades 1-3 and at these grades the reduction was more apparent (see Table 3). In these grades, the average class size dropped by 6.4 students, from 22.8 to 16.4. The largest decrease occurred at Oyler where the average class size dropped by almost 14 students.

Table 3. Average Class Size of Coalition of Innovative Schools, Grades 1-3 Only, 1990-91.

School	Total Regular Classrooms 1-3	Second Quarter ADM Regular Students 1-3	Average Class Size	Average Class Size Without Additional Chapter 1 Teachers	Difference
Hays	14	211	15.1	23.4	-8.3
Heberle	19	342	18.0	22.8	-4.8
Heinold	9	131	14.6	18.7	-4.1
Hoffman	9	145	16.1	24.2	-8.1
Oyler	12	166	13.8	27.7	-13.9
Rothenberg	14	230	16.4	23.0	-6.6
Washington Park	9	157	17.4	22.4	-5.0
Windsor	7	146	20.9	20.9	-0.0
Total Program	**93**	**1528**	**16.4**	**22.8**	**-6.4**

Note: Heberle's count of classrooms includes one teacher who actually had no homeroom but reduced class size during reading/language arts instruction by serving identified students for 2.5 hour blocks in AM and PM at grade 1.

School-Wide Assessment

At the beginning of the 1990-91 school year, each school participated in a school-wide assessment of students in order to identify any student in need of special academic or social services. A roster for each homeroom at each school was prepared and classroom teachers began the assessment by identifying the needs of each individual student in ten predetermined categories. These rosters were then collected and the Student Impact Team reviewed the rosters to identify and to begin planning for ways to meet the needs of target students.

Extended Instructional Time

Seven of the eight Coalition schools participated in the state funded Earn and Learn program. This program provided instructional enrichment activities for sixth grade students after school and Saturdays. The program instructors were teachers at each of the Coalition schools.

Student-Focused Impact Team

A Student-Focused Impact Team was organized at each school again in 1990-91 in order to provide student services more efficiently. The teams met regularly at each building. Members of the team included the school principal, assistant principal, counselor, nurse, psychologist and visiting teacher.

Supplies/Equipment

A large proportion of the funds provided Coalition Schools for supplies and equipment was used to purchase for each school an electronic security system, a school office computer and software package for maintaining student data and a large screen television with attached video cassette recorder. These were put in place during the summer of 1991.

An electronic security system uniquely designed for the needs of each school was installed by Security Services. Each system included electromagnetic locks for each outside door and a camera to monitor visitors at the school's main entrance. This camera allows office personnel to admit visitors to the building after first being identified.

The Elementary School System software package which is used for maintaining student records and which provides many reporting features was placed in each Coalition school. A personal computer was also purchased for the school office in order to operate this software. Key staff members were provided introductory training in their use. Eventually, the computers and the software will support the down-loading of student data from the centralized student database maintained by the Management Information System.

Other supplies and equipment, such as the television, were purchased for each school with the remaining funds.

Program Budget

Reported in Table 4 is the estimated amount of additional Bronson/General Fund dollars provided the Coalition of Innovative Schools program for the 1990-91 school year. Over one million dollars were allocated for the program.

This amount does not include, however, the additional funds these schools received through Chapter 1 and other sources.

Table 4. Coalition of Innovative Schools Program Estimated Additional Bronson/General Fund Costs, 1990-91.

School	Certificated Personnel	Civil Service Personnel	In-Service	Supplies/ Equipment	Total
Hays	$101,540	$11,669	$12,300	$17,386	$142,895
Heberle	112,823	11,669	15,400	17,129	157,021
Heinold	56,411	23,338	15,800	18,300	113,849
Hoffman	33,847	----	9,100	17,449	60,396
Oyler	101,540	11,669	14,700	17,418	145,327
Rothenberg	124,105	11,669	12,700	17,438	165,912
Washington Park	101,540	----	14,400	17,418	133,358
Windsor	56,411	14,586	10,000	17,317	98,314
TOTALS	**$688,217**	**$84,600**	**$104,400**	**$139,855**	**$1,017,072**

Staff and Student Characteristics

Twenty-nine percent or more of each school's staff had master's degrees or above. The percentage of black staff members at each school was between 26% and 50%. Almost all students at Coalition schools were from families with low incomes. The percentage of black students from each school ranged from 43% to 99%. Provided in Tables 5 and 6 are these and other descriptive data of the staff and student populations of each school.

Table 5. Descriptive Data of Each School Staff in Coalition of Innovative Schools, October 1990.

School	Total Number Staff	Average Age of Staff	Percent of Staff With Master's Degree or Above	Attendance Rate 1989-90	Race and Gender: Black M	Black F	White M	White F
Hays	35	40	29%	97%	6%	37%	3%	54%
Heberle	52	39	44	97	10	40	8	42
Heinold	43	41	44	96	7	30	14	49
Hoffman	25	36	24	96	4	44	8	44
Oyler	43	43	51	97	0	26	18	56
Rothenberg	42	41	50	96	0	29	7	64
Washington Park	31	44	39	97	6	23	10	61
Windsor	24	45	54	97	4	42	4	50

Table 6. Descriptive Data of Each Student Population in Coalition of Innovative Schools, 1990-91.

School	ADM*	ADA*	Attendance Rate	Percent Black Oct 1990	Percent From Low-income Families**	Promotion Rate	Number Suspensions	Number Expulsions	Mobility (% Incoming Transfers)
Hays	470	430	92%	87%	100%	97%	6	0	19%
Heberle	782	726	93	66	94	91	27	0	29
Heinold	484	443	92	74	100	95	20	2	5
Hoffman	334	321	96	99	100	90	13	0	18
Oyler	497	434	87	43	100	97	152	14	49
Rothenberg	495	436	88	90	100	97	84	10	20
Washington Park	464	415	89	62	100	98	105	0	22
Windsor	324	294	91	96	99	93	45	4	17

* ADM/ADA = Average Daily Membership/Average Daily Attendance.

** Based on the number of students in free or reduced lunch program.

See Appendix B for a summary of program components for each school year since 1984-85.

Evaluation Results

Several indicators of school improvement were investigated including student attendance, retention rates and survey results of attitudes toward school. However, improvement in reading and mathematics achievement remained the primary objective of the Coalition of Innovative Schools program. Consequently, student results on standardized tests of achievement were examined first.

Student Achievement on Standardized Tests

The California Achievement Tests (Form E) were administered in April 1991 to all students in the Cincinnati Public Schools in grades K-8 and 10. The schools in the Coalition of Innovative Schools program participated in this district-wide testing program along with all other schools. Data reported herein from 1984 to 1987 reflect results from Forms C and D (an earlier version) of the California Achievement Tests for grades 1-6 at each school except Heinold, where grades 1-8 are reported. Although system averages reported for these years are for grades 1-6 and grades 1-8, any comparisons of the program to the system average were made against the grade 1-6 system average.

Included in this section is a presentation of evaluation results for the program and each school in the following areas:

- Distribution of student achievement in the low, average and above average categories. The percentage of students at or above the national norm and the change in achievement since 1984.
- Achievement progress in normal curve equivalents (NCEs).
- School rankings in the percentage of students at or above the national norm.
- Comparisons between actual and predicted NCEs.

Achievement Distribution and Percentage of Students At or Above National Norm

The number and percentage of students in the eight program schools in the three stanine categories - below average (stanines 1, 2 and 3), average (stanines 4, 5 and 6) and above average (stanines 7, 8 and 9) - are reported in Table 7. The data indicate that in reading 51.1% of these students were in the average achievement range, 42.6% in the below average range, and 6.3% were in the above average achievement range. In the average range in language achievement were 53.0% of all students, while 36.9% were below average in language and 10.1% were in the above average range. In mathematics 47.5% were in the average achievement range, with 36.5% in the below average range, and 16.0% in the above average achievement range.

The achievement distribution of students in 1991 became more reflective of the overall distribution of students throughout the system, reflecting a shift of more program students in the average and above average achievement levels than in the previous year. There was an increase in the percentage of students in the average stanine range in all three content areas (reading: 1990 - 44.8%, 1991 - 51.1%; language: 1990 - 45.2%, 1991 - 53.0%; mathematics: 1990 - 44.2%, 1991 - 47.5%). Also there was a reduction in the percentage of students in the below average stanine range in all three content areas (reading: 1990 - 50.5%, 1991 - 42.6%; language: 1990 - 49.1%, 1991 - 36.9%; mathematics: 1990 - 46.7%, 1991 - 36.5%). A corresponding increase occurred in the above average stanine range (reading: 1990 - 4.7%, 1991 - 6.3%; language: 1990 - 5.7%, 1991 - 10.1%; mathematics: 1990 - 9.1%, 1991 - 16.0%). These overall changes in the achievement distribution are reflective almost without exception of the changes that occurred at each school in each content area.

Table 7. Achievement Distribution in Total Reading (TR), Total Language (TL) and Total Mathematics (TM) Achievement Scores for Coalition of Innovative Schools, California Achievement Tests (Form E), April 1991.

	NUMBER AND PERCENTAGE OF STUDENTS BY STANINE CATEGORY																	
	Below Average Stanines 1-3						Average Stanines 4-6						Above Average Stanines 7-9					
	TR		TL		TM		TR		TL		TM		TR		TL		TM	
School	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Hays	165	(49.1)	148	(44.2)	119	(35.4)	161	(47.9)	166	(49.6)	163	(48.5)	10	(3.0)	21	(6.3)	54	(16.1)
Heberle	241	(41.6)	198	(34.1)	215	(37.4)	305	(52.6)	324	(55.8)	288	(50.1)	34	(5.9)	59	(10.2)	72	(12.5)
Heinold	140	(42.6)	130	(40.0)	117	(35.9)	176	(53.5)	173	(53.2)	173	(53.1)	13	(4.0)	22	(6.8)	36	(11.0)
Hoffman	45	(17.6)	30	(11.8)	24	(9.4)	161	(63.1)	166	(65.4)	128	(50.4)	49	(19.2)	58	(22.8)	102	(40.2)
Oyler	142	(44.5)	138	(43.1)	121	(37.8)	165	(51.7)	150	(46.9)	156	(48.8)	12	(3.8)	32	(10.0)	43	(13.4)
Rothenberg	183	(53.0)	159	(46.4)	174	(50.4)	153	(44.3)	165	(47.8)	141	(40.9)	9	(2.6)	21	(6.1)	30	(8.7)
Washington Park	155	(49.5)	133	(42.2)	140	(44.3)	146	(46.6)	159	(50.5)	134	(42.4)	12	(3.8)	23	(7.3)	42	(13.3)
Windsor	100	(36.9)	77	(28.5)	90	(33.2)	136	(50.2)	152	(56.3)	121	(44.6)	35	(12.9)	41	(15.2)	60	(22.1)
Average	**1171**	**(42.6)**	**1013**	**(36.9)**	**1000**	**(36.5)**	**1403**	**(51.1)**	**1455**	**(53.0)**	**1304**	**(47.5)**	**174**	**(6.3)**	**277**	**(10.1)**	**439**	**(16.0)**
System Average (1-6)	**6724**	**(28.1)**	**5561**	**(23.3)**	**6198**	**(25.9)**	**13431**	**(56.2)**	**12981**	**(54.4)**	**11923**	**(49.8)**	**3736**	**(15.6)**	**5316**	**(22.3)**	**5818**	**(24.3)**

A comparison of the percentage of students at or above the national norm in the Coalition of Innovative Schools from 1984 to 1991 is shown in Table 8 (see also Figures 1, 2 and 3). Since an earlier battery of the California Achievement Tests with older norms was used between 1984 and 1987 and a new battery with more current norms has been used since 1988, direct comparisons between these two different test series cannot be made.

Between 1989-90 and 1990-91 the program schools experienced an increase in the percentage of students at or above the national norm in reading, language and mathematics achievement. In fact, the percentage of students at or above the national norm for 1990-91 was the highest it has been in each academic year since Form E of the California Achievement Tests was first used. Also, the increases were larger than increases experienced for the total school system at grades 1-6.

In reading achievement, the average increase for program schools was 5.2 percentage points while the average increase throughout the system was 4.0 percentage points. In language the average increase was 9.3 percentage points and the average system increase was 6.9. In language the average increase was 10.8 percentage points and the system increase on average was 7.6.

Found in Appendix C are figures displaying the percentage of students at or above the national norm in reading, language and mathematics for each individual program school overall and by grade level for 1989-90 and 1990-91.

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[2] The results for Oyler were not included in the computation of the program average for 1989-90 because doing so would have eliminated the ability to compare the program average to the previous years' data. Including Oyler in the program average for previous years would have been inappropriate since Oyler was not in the program during these years.

Table 8. Percentage of Students At or Above National Norm for Coalition of Innovative Schools, 1984 to 1990.

SCHOOL	PERCENTAGE OF STUDENTS AT OR ABOVE THE NATIONAL NORM								Gain
	1984	1985	1986	1987	1988	1989	1990	1991	1990-1991
					READING				
Hays	26.0%	28.7%	35.4%	29.4%	14.6%	19.6%	13.9%	17.9%	+4.0
Heberle	25.3	32.5	35.3	40.9	19.0	23.1	15.2	25.2	+10.0
Heinold	27.6	28.9	43.1	44.7	24.5	21.7	18.3	21.0	+2.7
Hoffman	37.3	43.3	56.3	58.3	30.2	33.5	42.1	54.5	+12.4
Oyler	32.7	36.7	40.5	39.6	15.1	19.4	11.9	21.9	+10.0
Rothenberg	22.4	27.4	27.2	24.3	12.8	12.7	14.7	17.1	+2.4
Washington Park	23.2	35.5	40.1	35.1	22.4	24.3	18.6	18.2	-0.4
Windsor	27.8	24.2	41.7	42.8	29.4	34.7	29.3	34.7	+5.4
Program Average*	26.8%	32.5%	39.4%	39.4%	21.7%	23.7%	20.1%	25.3%	+5.2
System Average(1-6)	52.6%	53.4%	56.5%	56.4%	40.5%	41.8%	37.5%	41.5%	+4.0
System Average(1-8)	52.4%	51.6%	55.5%	55.2%	40.2%	41.0%	37.3%	40.5%	+3.2
					LANGUAGE**				
Hays					18.7%	17.8%	13.9%	21.5%	+7.6
Heberle					18.1	23.0	18.1	30.8	+12.7
Heinold					17.1	18.3	15.4	24.3	+8.9
Hoffman.					32.4	36.3	46.2	61.8	+15.6
Oyler					14.4	19.1	13.7	27.8	+14.1
Rothenberg					12.7	14.8	11.7	21.2	+9.5
Washington Park					20.4	22.1	20.8	23.8	+3.0
Windsor					25.4	34.9	28.6	36.3	+7.7
Program Average*					20.1%	23.2%	20.6%	29.9%	+9.3
System Average(1-6)					39.5%	42.4%	40.6%	47.5%	+6.9
System Average(1-8)					38.6%	41.2%	40.0%	45.5%	+5.5
					MATHEMATICS				
Hays	40.7%	48.6%	53.7%	47.2%	29.1%	21.7%	29.8%	38.4%	+8.6
Heberle	46.6	45.4	55.9	59.5	38.3	27.3	21.3	34.4	+13.1
Heinold	38.8	40.0	52.0	55.1	34.1	26.0	23.4	35.9	+12.5
Hoffman	39.7	37.9	64.3	67.8	41.4	42.8	59.7	70.1	+10.4
Oyler	29.5	42.6	44.7	44.8	22.6	26.4	15.7	34.7	+19.0
Rothenberg	22.4	29.6	31.0	23.4	19.0	20.4	17.9	25.5	+7.6
Washington Park	39.1	39.0	43.8	43.5	20.1	22.0	16.0	27.8	+11.8
Windsor	28.4	35.0	59.9	65.9	39.6	45.5	30.5	42.4	+11.9
Program Average*	37.0%	39.3%	50.4%	52.2%	32.1%	28.4%	26.5%	37.3%	+10.8
System Average(1-6)	58.1%	58.4%	62.2%	62.8%	46.4%	45.3%	41.7%	49.3%	+7.6
System Average(1-8)	57.1%	56.5%	60.6%	61.2%	44.6%	43.5%	40.1%	45.7%	+5.6

* Oyler was not included in program average until 1991.

** Language was not included in the battery until 1987-88.

Figure 1. Reading Achievement in Coalition of Innovative Schools, April 1990 and April 1991.

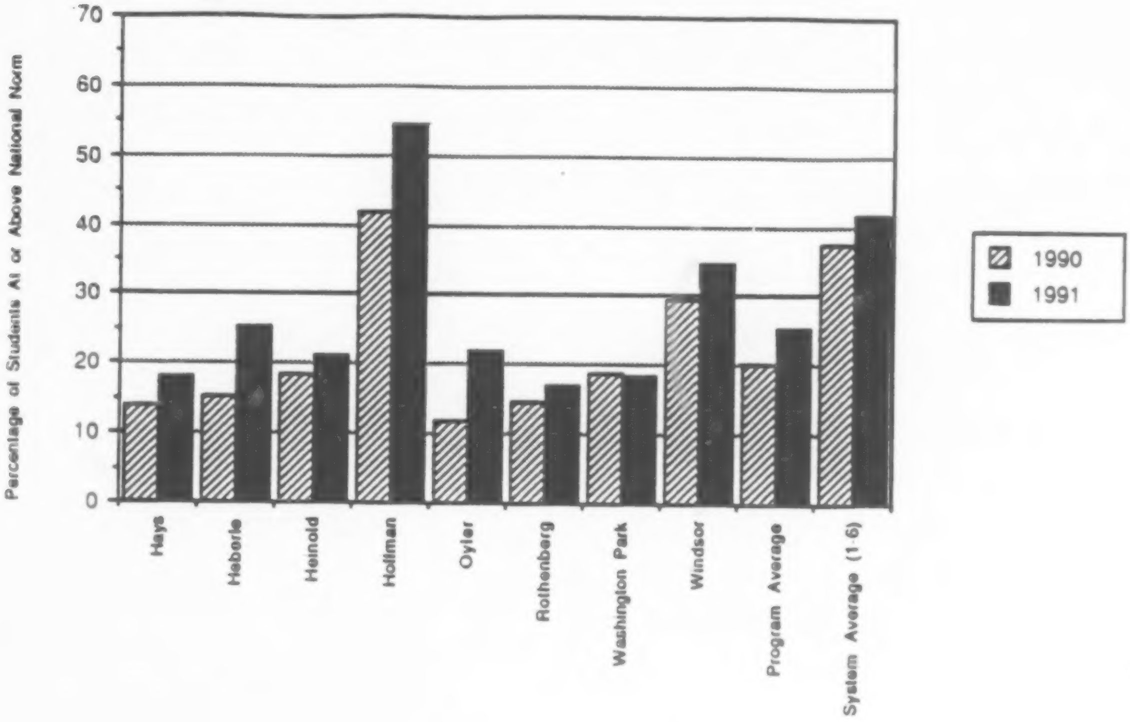


Figure 2. Language Achievement in Coalition of Innovative Schools, April 1990 and April 1991.

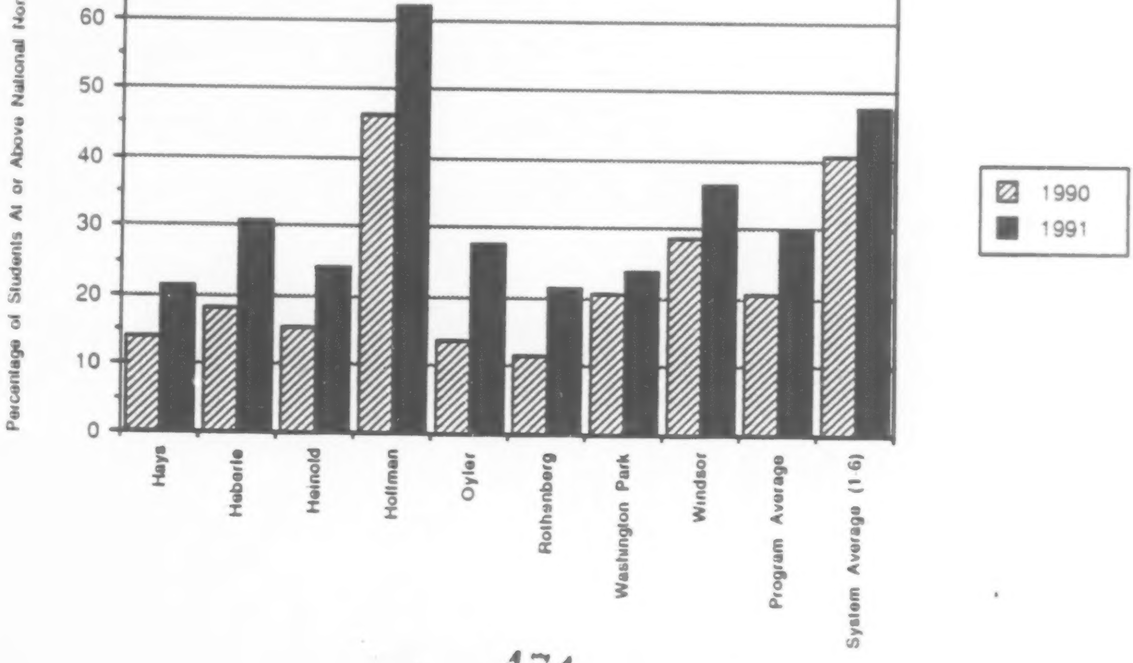
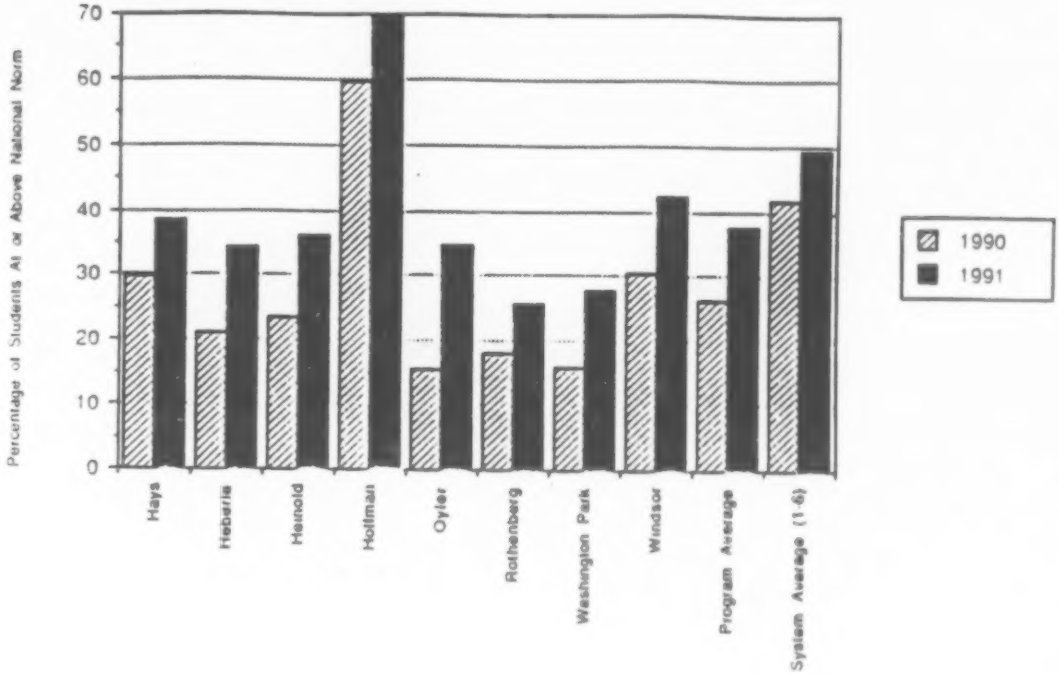


Figure 3. Math Achievement in Coalition of Innovative Schools, April 1990 and April 1991.



Change in Achievement Since 1984. As noted above, the two different batteries of the California Achievement Tests should not be compared, however, a longitudinal comparison based on the deviation of the program schools' average versus the system's average can be made using the percentage of students scoring at or above the national norm. In April 1984, the deviation of the program schools versus the system (see Table 9) was 25.8 percentage points in reading and 21.1 percentage points in mathematics in favor of the system. In 1991, the deviation was 15.8 percentage points in reading and 11.6 percentage points in mathematics in favor of the system. Most recently, from 1990 to 1991, this achievement gap was reduced in reading from 17.4 percentage points to 15.8 and decreased in mathematics from 15.2 percentage points to 11.6. It has decreased approximately 10 percentage points in both areas since 1983-84. Thus, the difference in achievement levels between the Coalition schools and the total system has narrowed over time.

For each of the original seven program schools the deviation between 1984 and 1991 changed positively in reading. In mathematics, the deviation changed positively for six schools of the original seven. The schools with the greatest change in this difference over the six years were Hoffman, Windsor and Heberle in reading and Hoffman, Windsor and Rothenberg in mathematics. For Hoffman, the negative deviation became a positive one, indicating achievement status greater than the system average.

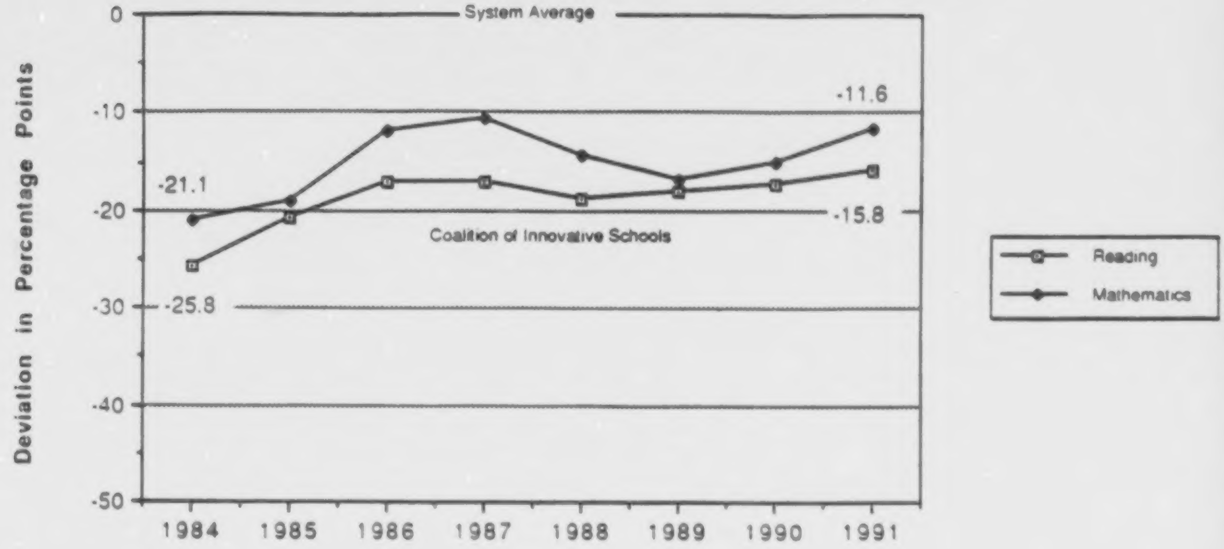
Table 9. Deviation Between Coalition of Innovative Schools and System Average in Percentage of Students At or Above the National Norm in Reading and Mathematics, 1984 and 1991.

School	Percentage Point Deviation from System Average 1984	1991	Change 1984 to 1991
	READING		
Hays	-26.6	-23.6	3.0
Heberle	-27.3	-16.3	11.0
Heinold	-25.0	-20.5	4.5
Hoffman	-15.3	+13.0	28.3
Oyler	-22.4 (1989)	-19.6	2.8*
Rothenberg	-30.2	-24.4	5.8
Washington Park	-29.4	-23.3	6.1
Windsor	-24.8	-6.8	18.0
Average	**-25.8**	**-15.8**	**10.0**
	MATHEMATICS		
Hays	-17.4	-10.9	6.5
Heberle	-11.5	-14.9	-3.4
Heinold	-19.3	-13.4	5.9
Hoffman	-18.4	+20.8	39.2
Oyler	-18.9 (1989)	-14.6	4.3*
Rothenberg	-35.7	-23.8	11.9
Washington Park	-19.0	-21.5	2.5
Windsor	-29.7	-6.9	22.8
Average	**-21.1**	**-11.6**	**9.5**

Note: Negative numbers in the deviation columns for 1984 and 1991 indicate achievement status below the system average. Positive numbers indicate achievement status above the system average. In the final column, positive numbers indicate a reduction in the deviation between achievement status in Coalition schools and the system average, or a change from a negative deviation to a positive one, both of which are positive changes.

* Oyler's change reported is from 1989 to 1991. Oyler was first included in the Coalition program in 1989-90.

Figure 4. Differenece Between Coalition of Innovative Schools and System Average in Percentage of Students At or Above the National Norm, 1984 Through 1991.



Achievement Progress

Achievement gain data in normal curve equivalents (NCEs) for students in program schools on the California Achievement Tests are presented in Table 10. NCEs are equal unit scores on a scale that ranges from 1 to 99 with an average of 50 and a standard deviation of 21. Reading achievement scores for promoted students in grades 1-8 who were tested in April of 1990 and again in April of 1991 are included. In language, only scores for grades 3-8 are included because the necessary baseline data are not obtained during the test administration for the computation of gains in language for grades 1 and 2. For the same reason, neither can gains be computed in mathematics for grade 1.

In reviewing the gain data it is important to remember that if students maintain their NCE scores from year to year (resulting in 0 gain), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain.

An analysis of the data in Table 10 reveal that Coalition of Innovative Schools program students had greater than expected achievement gain in reading (+1.4 NCEs), language (+3.2 NCEs) and mathematics (+3.9 NCEs) for 1990-91. Also, these gains were greater than gains experienced system-wide.

The program average gains were reflective of each school in the program except at Washington Park where small NCE losses occurred in reading (-1.5 NCEs) and at Rothenberg where NCE losses occurred in mathematics (-2.5 NCEs). In every other comparison, gains were experienced and in some instances these were quite large. For example, gains at Hays in mathematics were +9.6 NCEs.

Table 10. Achievement Status and Gains for Reading, Language and Mathematics of Promoted Students in Coalition of Innovative Schools, California Achievement Tests (Form E), 1990 to 1991.

School	Average NCE 1990	Average NCE 1991	Number of Students	Gain* 1990-91
	READING			
Hays	32.8	33.7	295	+1.0
Heberle	34.7	37.1	460	+2.4
Heinold	37.1	37.6	306	+0.5
Hoffman	44.5	51.0	220	+6.5
Oyler	34.4	35.9	264	+1.4
Rothenberg	32.1	32.5	290	+0.4
Washington Park	35.9	34.4	269	-1.5
Windsor	39.6	40.7	236	+1.2
Program Average	**36.0**	**37.4**	**2340**	**+1.4**
System Average (Grades 1-6)	**45.7**	**46.5**	**20891**	**+0.8**
System Average (Grades 1-8)	**45.6**	**46.1**	**26161**	**+0.5**
	LANGUAGE			
Hays	34.5	39.4	160	+4.9
Heberle	34.3	40.2	280	+5.9
Heinold	36.3	36.9	220	+0.6
Hoffman	46.8	53.4	140	+6.6
Oyler	35.8	38.7	170	+2.9
Rothenberg	32.7	34.3	170	+1.6
Washington Park	35.8	37.0	182	+1.2
Windsor	40.2	41.8	161	+1.6
Program Average	**36.6**	**39.8**	**1483**	**+3.2**
System Average (Grades 3-6)	**48.5**	**50.1**	**13581**	**+1.7**
System Average (Grades 3-8)	**48.2**	**49.0**	**18843**	**+0.8**
	MATHEMATICS			
Hays	37.7	47.3	233	+9.6
Heberle	36.7	41.2	361	+4.5
Heinold	39.0	41.8	264	+2.8
Hoffman	52.0	59.7	180	+7.7
Oyler	34.7	38.9	212	+4.2
Rothenberg	35.6	33.1	229	-2.5
Washington Park	35.2	37.1	226	+1.9
Windsor	40.2	44.0	202	+3.8
Program Average	**38.4**	**42.4**	**1907**	**+3.9**
System Average (Grades 2-6)	**47.2**	**49.7**	**17257**	**+2.5**
System Average (Grades 2-8)	**47.5**	**48.2**	**22523**	**+0.7**

* Due to rounding, some gains are not directly computable from average NCE scores.

School Rankings by Achievement Level

The seven original schools participating in the Coalition of Innovative Schools Program were selected initially because they had the lowest percentage of students at or above the national norm among all elementary schools in the system in reading on the 1983 administration of the California Achievement Tests. A new ranking of schools was prepared based on April 1991 test results, and the rankings of Coalition of Innovative Schools Program schools were reviewed to determine whether improvements in rankings had been realized. Results of this analysis are summarized in Table 11 and indicate that three schools (Heberle, Hoffman and Windsor) have substantially improved their rankings in reading achievement since 1984 while the ranking in mathematics has substantially improved for five schools (Hays, Hoffman, Heinold, Oyler and Windsor).

Table 11. Rankings of Coalition of Innovative Schools on the Percentage of Students At or Above the National Norm in Reading and Mathematics, April 1984 Through April 1991.

	RANK AMONG ALL ELEMENTARY SCHOOLS								
School	1984	1985	1986	1987	1988	1989	1990	1991	Gain 1984 to 1991
					READING				
Hoffman	11	17	28	33	18	21	40	49	+38
Oyler	8	12	9	7	3	4	1	7	+3*
Windsor	6	1	11	10	17	26	23	25	+19
Heinold	5	4	12	13	10	8	7	6	+1
Hays	4	3	6	2	2	5	2	3	-1
Heberle	3	6	5	8	7	9	4	11	+8
Washington Park	2	10	8	3	8	10	8	4	+2
Rothenberg	1	2	1	1	1	1	3	2	+1
					MATHEMATICS				
Heberle	17	14	19	21	21	10	6	10	-7
Hays	9	18	15	9	9	3	20	16.5	+7.5
Hoffman	8	4	34	39	25	26	52	56	+48
Washington Park	7	6	5	5	2	4	3	6	-1
Heinold	6	7	5	5	2	5	9	14	+8
Oyler	3	10	7	6	4	7	1	12	+5*
Windsor	2	2	27	35	24	32	21	23	+21
Rothenberg	1	1	1	1	1	2	4	4	+3

Note: Rankings for 1991 range from 1 for the lowest school to 61 for the highest school and were based upon the percentage of students scoring at or above the national norm.

*The gain in Oyler's ranking was computed from 1989 to 1991.

Predicted Average NCE Scores

The Test of Cognitive Skills was administered to students in grades 4, 6, 8 and 10 throughout the system during the same time of the California Achievement Tests administration. On the basis of performance on the ability test, predicted achievement performance was established. Again in 1990-91, on average throughout the system, students at the three grade levels tested exceeded their predicted performance in all three achievement areas.

The Coalition of Innovative Schools participated in this testing program. Results are presented in Table 12. The data indicate that on average, students in program schools at grade 4 also met or exceeded their predicted scores in all three achievement areas. Students in grade 6 exceeded their predicted score in language and mathematics. Students in grade 8 did so in reading and mathematics.

Table 12. Actual and Predicted Average NCE Scores for Grades 4, 6 and 8 at Coalition of Innovative Schools, April 1991.

GRADE 4

School	N	READING Predicted	READING Actual	READING Difference	LANGUAGE Predicted	LANGUAGE Actual	LANGUAGE Difference	MATHEMATICS Predicted	MATHEMATICS Actual	MATHEMATICS Difference
Hays	60	32.9	39.5	+6.6	32.8	40.7	+7.9	32.8	51.5	+18.7
Heberle	99	32.8	36.7	+3.9	32.8	40.3	+7.5	32.8	38.3	+5.5
Heinold	40	35.7	36.8	+1.1	35.4	33.9	-1.5	34.7	37.2	+2.5
Hoffman	39	42.7	49.5	+6.8	42.1	57.4	+15.3	41.5	65.5	+24.0
Oyler	55	32.3	37.6	+5.3	32.8	34.8	+2.0	33.1	34.6	+1.5
Rothenberg	40	29.3	27.8	-1.5	29.8	37.7	+7.9	30.4	38.8	+8.4
Washington Park	60	37.1	38.3	+1.2	36.8	41.3	+4.5	36.6	42.0	+5.4
Windsor	41	31.0	32.3	+1.3	31.4	36.8	+5.4	30.9	33.9	+3.0
PROGRAM AVERAGE	**434**	**34.0**	**37.4**	**+3.4**	**34.0**	**40.2**	**+6.2**	**33.9**	**42.1**	**+8.2**
SYSTEM AVERAGE	**3785**	**42.2**	**46.6**	**+4.4**	**41.7**	**49.5**	**+7.8**	**41.4**	**48.9**	**+7.5**

GRADE 6

School	N	READING Predicted	READING Actual	READING Difference	LANGUAGE Predicted	LANGUAGE Actual	LANGUAGE Difference	MATHEMATICS Predicted	MATHEMATICS Actual	MATHEMATICS Difference
Hays	29	29.7	25.0	-4.7	30.5	29.3	-1.2	31.0	37.2	+6.2
Heberle	82	35.6	33.5	-2.1	35.5	37.4	+1.9	35.8	36.6	+0.8
Heinold	45	33.7	33.1	-0.6	33.4	32.9	-0.5	33.7	33.7	+0.0
Hoffman	39	41.0	43.6	+2.6	41.6	52.3	+10.7	41.4	54.6	+13.2
Oyler	41	34.4	29.8	-4.6	34.6	33.5	-1.1	34.7	37.1	+2.4
Rothenberg	33	31.8	32.4	+0.6	32.1	36.1	+4.0	33.2	30.2	-3.0
Washington Park	55	33.4	33.7	+0.3	33.7	35.9	+2.2	34.1	36.0	+1.9
Windsor	45	33.6	32.7	-0.9	34.2	37.6	+3.4	34.9	38.2	+3.3
PROGRAM AVERAGE	**369**	**34.4**	**33.3**	**-1.1**	**34.7**	**37.0**	**+2.3**	**35.0**	**37.8**	**+2.8**
SYSTEM AVERAGE	**3545**	**43.1**	**43.5**	**+0.4**	**42.9**	**47.2**	**+4.3**	**42.7**	**47.6**	**+4.9**

GRADE 8

School	N	READING Predicted	READING Actual	READING Difference	LANGUAGE Predicted	LANGUAGE Actual	LANGUAGE Difference	MATHEMATICS Predicted	MATHEMATICS Actual	MATHEMATICS Difference
Heinold	35	35.4	37.4	+2.0	35.8	35.1	-0.7	35.5	37.9	+2.4
SYSTEM AVERAGE	**2681**	**43.3**	**46.1**	**+2.8**	**43.8**	**45.3**	**+1.5**	**43.2**	**43.2**	**+0.0**

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Student Achievement On Locally Developed Tests

During the 1990-91 school year, the Writing Instructional Assessment Test was administered to students in grades 3, 6, 8 and 11. It is a test locally developed and designed to assess student mastery of the objectives contained in the district's reading/communication arts program.

Results of the Writing Instructional Assessment Test

The Writing Instructional Assessment Test consisted of one writing prompt to which students responded first in draft form and then in final form for grading. Responses to this writing prompt elicited one of three writing modes: persuasive, imaginative, or explanatory. Although this test has been administered in previous years, because of the change in writing mode assessed each year, changes in the rubric used for assessment and changes in the specific prompts used, it is inappropriate to directly compare performance on the test across years. For 1990-91, the writing mode assessed at grade 3 and 6 was explanatory writing; at grade 8 persuasive writing was assessed.

Reported in Table 13 are mean scores of writing samples by grade level for 1990-91 only. A scale of 1-6 was used in judging the writing samples. Scores of 3 and 4 were considered average writing samples for the grade level. These data revealed that the program schools on average scored approximately 0.4 scale points below the system average on each prompt at grade 3 and 6. However, grade 3 students at Hoffman and Oyler scored the system average. Grade 6 students at Rothenberg and Hoffman scored only slightly below the system average.

Although it was inappropriate to directly compare the results of the writing test across years, it was possible to compare the change in deviation between the program schools and the system average. (This same method of analysis was used previously when comparing progress since 1984 on the two separate batteries of the California Achievement Tests.)

Reported in Table 14 is the deviation between the Coalition schools and the system average at grades 3, 6 and 8 for two years of assessment. The deviation in writing performance scores of grade 3 students changed from -0.6 to -0.37. This indicates that the writing performance of grade 3 students in Coalition schools was more similar to the system average in 1990-91 than in the previous year. A similar change occurred in the writing performance of the grade 8 students at Heinold. The deviation decreased from -0.4 to -0.18.

Grade 6 students were not given an explanatory writing prompt in 1989-90, therefore, the comparison made was between the writing performance of grade 6 students in 1990-91 with the writing performance of grade 6 students in 1988-89. In this comparison, little change in the difference between the Coalition grade 6 students overall and the system average occurred. However, at five schools the deviation was narrowed.

Table 13. Mean Scores of the Instructional Assessment Test in Writing for Coalition of Innovative Schools, Fall 1990.

School	GRADE LEVEL: THREE EXPLANATORY WRITING Mean Score	N	SIX EXPLANATORY WRITING Mean Score	N	EIGHT PERSUASIVE WRITING Mean Score	N
Hays	2.05	59	1.89	27		
Heberle	1.79	100	2.36	84		
Heinold	1.89	38	2.26	53	2.86	36
Hoffman	3.10	42	2.71	41		
Oyler	2.58	46	1.95	37		
Rothenberg	1.87	68	2.71	34		
Washington Park	1.82	33	2.56	54		
Windsor	2.21	52	2.50	50		
PROGRAM AVERAGE	**2.11**	**438**	**2.39**	**380**	**2.86**	**36**
SYSTEM AVERAGE	**2.48**		**2.82**		**3.04**	

Table 14. Deviation from System Average of Mean Writing Scores of Coalition of Innovative Schools Mean on Instructional Assessment Test in Writing, 1989-90 and 1990-91.

School	GRADE LEVEL: THREE EXPLANATORY WRITING 1989-90	1990-91	SIX EXPLANATORY WRITING 1988-89*	1990-91	EIGHT PERSUASIVE WRITING 1989-90	1990-91
Hays	-0.3	-0.43	-0.45	-0.93		
Heberle	-0.8	-0.69	-0.74	-0.46		
Heinold	-0.8	-0.59	-0.63	-0.56	-0.4	-0.18
Hoffman	+0.6	+.62	-0.28	-0.11		
Oyler	-0.6	+.10	-0.31	-0.87		
Rothenberg	-0.9	-0.61	+0.04	-0.11		
Washington Park	-0.4	-0.66	-0.59	-0.26		
Windsor	-0.8	-0.27	-0.69	-0.32		
PROGRAM AVERAGE	**-0.6**	**-0.37**	**-0.48**	**-0.43**	**-0.4**	**-0.18**

* Comparison scores for grade six were from the last administered explanatory writing test.

Attendance

Attendance rates are reported for each quarter of the 1990-91 school year in Table 15. A comparison was made of these attendance rates to the previous year's rates to determine where improvement had occurred. The results of this analysis indicated that attendance rates improved overall at six of the program schools and that most of the improvement occurred during the second and fourth quarters. The overall attendance rate for the year increased by 1.6 percentage points. This was a larger increase than the system experienced at the elementary level (+0.4). However, the overall attendance rate of 90.9% was below the system average by approximately two percentage points.

Table 15. Attendance Rates for Coalition of Innovative Schools, 1989-90 and 1990-91.

School	QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			TOTAL YEAR			CHANGE
	89-90	90-91	+/-*	89-90	90-91	+/-	89-90	90-91	+/-	89-90	90-91	+/-	88-89	89-90	90-91	89-90 TO 90-91
Hays	94.0	93.9	-	90.9	90.9	0	90.0	89.4	-	87.1	91.7	+	91.1	90.6	91.5	+0.9
Heberle	93.2	93.0	-	89.4	91.7	+	90.2	91.6	+	88.7	95.3	+	90.8	90.3	92.8	+2.5
Heinold	92.4	93.2	+	87.8	91.6	+	89.4	90.2	+	87.0	91.3	+	90.9	89.2	91.5	+2.3
Hoffman	90.5	95.3	+	90.8	93.8	+	91.3	95.9	+	88.7	99.4	+	92.7	90.4	96.1	+5.7
Oyler	90.4	89.3	-	86.4	87.1	+	88.3	86.7	-	85.8	85.9	+	89.0	87.5	87.3	-0.2
Rothenberg	90.2	91.0	+	88.1	87.9	-	88.8	87.5	-	85.1	85.7	+	88.4	88.1	88.1	0.0
Washington Park	91.3	91.3	0	86.9	90.0	+	89.1	89.3	+	88.0	87.4	-	90.7	88.8	89.4	+0.6
Windsor	92.5	92.0	-	85.9	91.0	+	90.9	89.9	-	88.1	89.9	+	93.6	89.4	90.7	+1.3
All Program Schools	91.9	92.3	+	88.4	90.4	+	89.7	89.9	+	87.3	90.8	+	91.0	89.3	90.9	+1.6
All Elementary Schools	94.3	95.0	+	91.1	92.6	+	92.8	91.6	-	91.4	91.9	+	93.0	92.4	92.8	+0.4
All Students Grades K-8	93.9	94.5	+	90.6	91.9	+	92.0	90.9	-	90.6	91.0	+	92.3	91.9	92.1	+0.2

* - = Decrease in attendance rate from 89-90 to 90-91.
+ = Increase in attendance rate from 89-90 to 90-91.
0 = No change from 89-90 to 90-91.

Retention Rates

The percentage of students retained declined overall in the Coalition of Innovative Schools from 1989-90 to 1990-91 (see Table 16). Yet the overall K-6 retention rate of 4.4% for program schools remained slightly higher than the system-wide rate for the same grades. The largest declines occurred at grades 1 and 8. At each of these grades, retention rates were lower than the system average. An increase in retentions did occur at the kindergarten level but this was due primarily to an increase at one school.

Table 16. Retention Rates for Coalition of Innovative Schools, June 1990 and June 1991.

School	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Total[1]		
	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	88-89	89-90	90-91
Hays	0.0% (N=0)	0.0% (N=0)	15.8% (N=17)	9.5% (N=7)	4.7% (N=3)	5.2% (N=4)	1.8% (N=1)	0.0% (N=0)	6.2% (N=3)	5.1% (N=3)	19.5% (N=7)	2.8% (N=1)	10.0% (N=3)	0.0% (N=0)	--		--		7.1% (N=29)	7.2% (N=34)	3.2% (N=15)
Heberle	0.0 (N=0)	10.3 (N=15)	11.2 (N=18)	13.5 (N=16)	6.2 (N=8)	6.7 (N=7)	5.4 (N=7)	10.3 (N=10)	7.3 (N=7)	11.7 (N=12)	6.0 (N=6)	11.7 (N=9)	0.0 (N=0)	0.0 (N=0)	--		--		0.0 (N=0)	5.7 (N=46)	9.4 (N=71)
Heinold	0.0 (N=0)	0.0 (N=0)	14.1 (N=8)	4.3 (N=2)	10.3 (N=5)	2.1 (N=1)	0.0 (N=0)	3.0 (N=1)	0.0 (N=0)	7.2 (N=3)	2.2 (N=1)	5.0 (N=2)	9.1 (N=4)	0.0 (N=0)	33.4 (N=14)	34.3 (N=12)	46.2 (N=24)	3.0 (N=1)	10.2 (N=57)	11.8 (N=60)	5.3 (N=25)
Hoffman	2.0 (N=1)	0.0 (N=0)	17.0 (N=11)	1.6 (N=1)	2.2 (N=1)	2.2 (N=1)	0.0 (N=0)	2.5 (N=1)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	--		--		6.6 (N=23)	3.9 (N=13)	0.9 (N=3)
Oyler	1.6 (N=1)	4.5 (N=3)	14.3 (N=11)	10.3 (N=7)	5.2 (N=3)	5.8 (N=3)	3.5 (N=2)	0.0 (N=0)	3.2 (N=2)	1.8 (N=1)	7.9 (N=4)	3.9 (N=2)	0.0 (N=0)	2.0 (N=1)	--		--		5.6 (N=36)	4.6 (N=24)	3.5 (N=17)
Rothenberg	0.0 (N=0)	0.0 (N=0)	20.0 (N=17)	9.1 (N=8)	7.8 (N=6)	4.4 (N=3)	0.0 (N=0)	0.0 (N=0)	3.0 (N=2)	0.0 (N=0)	0.0 (N=0)	4.2 (N=2)	0.0 (N=0)	0.0 (N=0)	--		--		6.1 (N=28)	4.6 (N=25)	2.9 (N=14)
Washington Park	1.2 (N=1)	5.7 (N=5)	6.7 (N=4)	4.5 (N=3)	3.2 (N=2)	0.0 (N=0)	1.8 (N=1)	2.1 (N=1)	1.9 (N=1)	1.7 (N=1)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	1.8 (N=1)	--		--		7.5 (N=39)	2.0 (N=9)	2.4 (N=11)
Windsor	0.0 (N=0)	7.9 (N=3)	11.2 (N=6)	[illegible] (N=5)	8.4 (N=5)	7.6 (N=3)	5.7 (N=3)	6.7 (N=3)	0.0 (N=0)	2.5 (N=1)	0.0 (N=0)	11.2 (N=5)	0.0 (N=0)	6.6 (N=3)	--		--		3.1 (N=10)	4.0 (N=14)	7.3 (N=23)
Program Total	0.5% (N=3)	4.3% (N=26)	14.3% (N=92)	8.6% (N=49)	6.0% (N=33)	4.5% (N=22)	3.0% (N=14)	3.6% (N=16)	3.2% (N=15)	4.8% (N=21)	4.2% (N=18)	5.4% (N=21)	2.0% (N=7)	1.3% (N=5)	33.4% (N=14)	34.3% (N=12)	46.2% (N=24)	3.0% (N=1)	4.6%[2] 5.5%[3]	4.7%[2] 5.6%[3]	4.4%[2] 5.0%[3]
System Total	1.7%	2.6%	10.7%	8.9%	4.7%	4.2%	2.6%	2.8%	3.5%	3.1%	3.7%	3.7%	3.3%	2.4%	32.9%	24.8%	25.5%	21.2%	4.2%[2] 8.0%[3]	4.4%[2] 9.0%[3]	4.0%[2] 7.6%[3]

[1] Includes all ungraded and special education students for program schools only.
[2] Percentage for K-6.
[3] Percentage for K-8.

Suspensions

The number of students suspended from Coalition of Innovative Schools decreased from 811 to 452 in 1990-91 (see Table 17). The total number of suspensions represents 11.7% of the total average daily membership of program schools. The same figure for all elementary schools was 8.4%. Although this large reduction was due primarily to the large change at Windsor, the program still would have reflected a drop had Windsor's data been excluded. Also, the difference between the percentage of suspensions in Coalition schools and in all elementary schools was 3.3 percentage points. This is the smallest deviation reported in the last four years.

Table 17. Number of Suspensions in Coalition of Innovative Schools, 1986-87 Through 1990-91.

	86-87	87-88	88-89	89-90	90-91
Hays	32	48	73	26	6
Heberle	143	249	22	89	27
Heinold (K-6)	57	93	119	133	20
Hoffman	17	8	11	12	13
Oyler	26	61	161	103	152
Rothenberg	35	36	50	82	84
Washington Park	47	87	187	72	105
Windsor	1	2	2	295	45
Total Number of Suspensions - CIS	358	584	625	811	452
Total CIS ADM	3,823	3,810	3,971	3,942	3,850
Suspensions as Percent of ADM	9.4%	15.3%	15.7%	20.6%	11.7%
Total Number of Elementary Suspensions	2,007	2,544	2,709	2,646	2,757
Total Elementary ADM	29,806	30,695	31,084	32,159	32,798
Suspensions as Percent of Total Elementary ADM	6.7%	8.3%	8.7%	8.2%	8.4%

Efforts to Communicate With Parents

An attempt was again made in 1990-91 to document the extent to which key staff members at each of the Coalition of Innovative Schools made contact with parents. (Since data were collected from October 1990 through May 1991 it is assumed that totals are slightly under-represented.) Principals, assistant principals, school counselors, visiting teachers, institutional leaders, home-school facilitators, the school nurse and psychologist logged each month the various times they made contact with parents concerning some significant academic or social concern of students. No comparable data was collected for schools throughout the system; therefore, system comparisons cannot be made. Since some additional staff members participated in this effort who did not participate in 1989-90, no comparisons were made with last year's counts.

A total of 3660 home visits were made, representing more than 85% of the average daily membership of all program schools. Most home visits were made by visiting teachers.

Principals and school counselors continued to be responsible for most of the written communication efforts to parents of the entire student body. An average of 62 letters from each school were sent home to families of all students. This is equivalent to approximately 8 per month.

A total of 13,874 individual parent conferences were held (by phone - 9157 or in person - 4717) and 4,744 individual parent letters were sent home. These represent approximately four personal parent contacts per student at each school during the year.

See Table 18 for a complete listing of the findings of this data collection effort.

Table 18. Efforts to Communicate with Parents at Coalition of Innovative Schools, 1990-91.

Type of Communication	Principal		Assistant Principal		School Counseling		Visiting Teacher		Home-School Facilitator		Other*		All		Monthly Average Per School
	Average	Total	Average	Total	Average	Total	Average	Total	Average	Total	Average	Total	Average	Total	
Home Visit	18	146	3	24	8	64	285	2276	132	1056	11	91	458	3660	57
Parent Conference by Phone	244	1949	137	1095	70	561	268	2145	371	2964	55	443	1145	9157	143
Parent Conference	167	1338	102	819	76	605	93	745	104	834	47	374	590	4717	74
Parent Conference with Small Group	16	131	4	30	3	26	5	36	50	402	7	53	85	678	11
Parent Conference with Large Group	35	278	4	30	3	20	0	1	61	485	1	11	103	825	13
Written	144	1152	79	633	40	317	139	1111	124	990	68	541	593	4744	74
Written to Small Group	10	77	1	7	9	70	2	13	45	362	19	154	85	683	11
Written to Total School	21	169	6	51	24	188	0	1	5	39	30	237	62	497	8

* School nurse, psychologist and instructional leader.

Special Student Services

All Coalition of Innovative Schools received a full time school counselor and .25 school nurse or .25 school psychologist. An additional .25 nurse and .25 psychologist were added to the program for the 1990-91 school year. However, due to unforeseen circumstances, these persons were only able to provide services for a few months. Efforts were made to record the number of additional student services these staff members provided each school from October 1990 through May 1991. Presented in Table 19 and 20 are the total number of student services provided along with the average number provided each school.

Over 9,000 additional student services were provided by school counselors, an average of 1134 per school. These services ranged from individual student counseling to referrals for school services provided by other district personnel. Over 2,000 services were provided by the school nurse and school psychologist which was an average of 256 per school.

Table 19. Number of Services Provided to Coalition of Innovative Schools by School Counselors, 1990-91.

Type of Service	Average Number of Services	Total Number of Services
Individual Counseling	338	2700
Small Group Counseling	220	1759
Large Group Counseling	152	1219
Teacher/Staff Conferences	178	1426
Referral to School Service	63	505
Other Service	183	1462
TOTAL	**1134**	**9071**

Table 20. Number of Services Provided to Coalition of Innovative Schools by School Nurse and School Psychologist, 1990-91.

Type of Service	Average Number of Services	Total Number of Services
Individual Counseling	85	681
Small Group Counseling	37	292
Large Group Counseling	37	299
Teacher/Staff Conferences	55	442
Referral to School Service	2	17
Other Service	40	320
TOTAL	**256**	**2051**

Survey Results

The Cincinnati Public Schools' School Information System (SIS) surveys were administered to students, teachers and parents in the spring of 1990 in order to measure attitudes concerning various school topics and concerns. Students, their parents and teachers of Coalition of Innovative Schools were surveyed as part of this effort to assess their attitude toward school.

Student Attitudes

In April 1991 SIS surveys were administered to over 10,000 grade 4-6 students, 1107 of which were students in Coalition of Innovative Schools. A survey return rate of at least 84% was reported for each of the eight schools. The average percentage of YES responses (students could select YES, NO or UNDECIDED) to selected items are reported.

Attitudes Toward School. Attitudes of students toward school in Coalition schools have been positive in previous years. Nonetheless, attitudes improved in 1990-91 in response to each of the five items listed in Table 21. Responses increased by at least 5 percentage points to each of these items. Consequently, for 1990-91, students' attitudes toward school as reflected in these items were as positive or more so than those of all elementary students throughout the system.

Student responses increased or were greater than the system average on each of the five items at Hays, Heberle, Hoffman and Oyler. Student responses decreased on four of the items at Heinold.

Table 21. Student Attitudes Toward School, Coalition of Innovative Schools, Grades 4-6, April 1991.

	PERCENTAGE OF YES RESPONSES										
Items	HAYS (N=123)	HEBERLE (N=230)	HEINOLD (N=118)	HOFFMAN (N=107)	OYLER (N=136)	ROTHENBERG (N=115)	WASHINGTON PARK (N=150)	WINDSOR (N=128)	TOTAL CIS (N=1107)	SYSTEM AVERAGE (N=10,252)	DIFFERENCE
I like school.	78%+	89%+	69%+	66%+	67%+	70%	66%+	71%	74%+	66% +	+8
I like my school.	58 +	81 +	48	65 +	50 +	44	56 +	48	59 +	59 +	-0
My teachers care about me.	76 +	93 +	66	84 +	74 +	83 +	81 +	69	80 +	72	+8
School helps me feel good about myself.	76 +	87 +	67	69 +	64 +	61	61 +	76 +	72 +	64 +	+8
Most of my school work is interesting.	81 +	90 +	69	75 +	65	74	61	72 +	75 +	64 +	+11

+ Percentage of positive responses increased in comparison to previous year's responses.

Teacher Attitudes

The SIS teacher survey was administered in May 1991 to 1,734 teachers in elementary schools. A total of 261 surveys were returned by teachers from the Coalition of Innovative Schools program. Teachers rated items with a 1 (poor) to 7 (excellent) rating scale, with 4 considered average. A survey return rate of at least 88% was reported for each of the eight schools.

Attitudes Toward School. Reported in Table 22 are the mean ratings of teachers at each school to five selected items which assess teacher attitude toward school. Large increases in average responses occurred at each school except Oyler. The program averages increased between .40 and .93 scale points on each of the five items and these increases brought average responses for teachers very close to overall system averages. Teacher attitudes toward school at these schools were on average only .06 to .22 scale points below system average responses. At Hays, Heberle, Hoffman, Rothenberg, Washington Park and Windsor, all five items increased and were equal to or greater than the system average.

Table 22. Teacher Attitudes Toward School, May 1991.

	AVERAGE RESPONSE (1-7)										
Items	HAYS (N=33)	HEBERLE (N=42)	HEINOLD (N=37)	HOFFMAN (N=24)	OYLER (N=39)	ROTHENBERG (N=37)	WASHINGTON PARK (N=27)	WINDSOR (N=23)	TOTAL CIS (N=261)	SYSTEM AVERAGE (N=1734)	DIFFERENCE
Satisfaction with my teaching assignment.	5.39+	5.59+	5.89+	6.38+	5.08	5.11+	6.15+	5.39+	5.59+	5.65+	-.06
General quality of teaching in our school.	5.48+	5.38+	5.47	6.42+	5.00	5.68+	5.89+	5.91+	5.59+	5.79	-.20
Administration(s) cooperation with the teachers in our school.	5.24+	5.43+	4.75+	6.17+	3.82	4.78+	5.59+	4.83+	5.01+	5.23	-.22
My morale as it relates to my school.	4.88+	5.69+	4.94+	5.88+	3.95	4.06+	5.67+	4.78+	4.93+	4.99+	-.06
Staff morale in our school	4.06+	4.83+	4.44+	6.00+	3.13	3.62+	5.37+	4.65+	4.40+	4.50	-.10

+ Average response increased in comparison to previous year's responses.

Attitudes Toward In-Service Training. The attitudes of teachers in Coalition schools toward the in-service training provided them improved. In 1989-90, attitudes overall were less positive than the system average but in 1990-91 attitudes improved overall and were even slightly more positive than the system average (see Table 23).

Table 23. Teacher Attitudes Toward In-Service Training, Spring 1991.

	AVERAGE RESPONSE (1-7)										
Items	HAYS (N=33)	HEBERLE (N=42)	HEINOLD (N=37)	HOFFMAN (N=24)	OYLER (N=39)	ROTHENBERG (N=37)	WASHINGTON PARK (N=27)	WINDSOR (N=23)	TOTAL CIS (N=261)	SYSTEM AVERAGE (N=1734)	DIFFERENCE
Quality of teacher inservice currently provided.	5.52+	4.45+	4.69+	5.42+	4.33	4.65+	5.19+	4.65+	4.81+	4.53	+.28
Relevance of inservice training available to me.	4.97+	4.86+	4.72+	5.33+	4.26	4.54+	5.15+	5.17+	4.82+	4.59	+.23
Number of opportunities offered by the system for my professional growth.	4.82+	4.88+	4.53	4.96	4.67	4.92+	5.37+	5.61+	4.92+	4.84	+.08

+ Average response increased in comparison to previous year's responses.

Parent Attitudes

The SIS parent survey was administered in April 1991. Over 1,000 of the 9,763 parents of children in elementary schools responding were parents of students in Coalition of Innovative Schools. A return rate of at least 50% was reported for seven of the eight schools. Only 39% of the parent surveys were returned at Rothenberg. The average percentage of YES responses (respondents could select YES, NO or UNDECIDED) to selected items are reported.

Attitudes Toward School. Parents attitudes increased on each of the five items reported in Table 24 by 3 to 12 percentage points in comparison to 1989-90. Consequently, parent attitudes were practically identical to those of all parents throughout the system in their reported attitudes toward school At each of the eight schools, at least 3 out of 5 of the items either improved in comparison to 1989-90 or were equal or greater that the system average. This was true for all five items at Heberle, Heinold, Hoffman and Oyler.

Parents at Hoffman and Washington Park were more positive than parents throughout the system in response to 4 of the 5 items.

Table 24. Parent Attitudes Toward School, May 1991.

	PERCENTAGE OF YES RESPONSES										
Items	HAYS (N=224)	HEBERLE (N=212)	HEINOLD (N=152)	HOFFMAN (N=84)	OYLER (N=121)	ROTHENBERG (N=82)	WASHINGTON PARK (N=134)	WINDSOR (N=81)	TOTAL CIS (N=1090)	SYSTEM AVERAGE (N=9763)	DIFFERENCE
Does your child's school teach what you think should be taught?	75%	98%+	85%+	92%+	88%+	70%+	83%	75%+	84%+	86%+	-2
Are you satisfied with the quality of teaching at your child's school?	73 +	92 +	79 +	93 +	82 +	58	80	78	80 +	80+	0
Has the school done a good job of teaching your child basic skills such as reading?	79 +	93 +	85	93	88 +	78	86 +	84 +	86 +	85	+1
Do you believe your child's teachers take a personal interest in him/her?	74 +	90 +	68 +	88 +	76 +	76 +	69	73 +	77 +	75+	+2
Do you feel your school's programs are meeting the individual needs of your child?	69 +	92 +	66 +	83 +	63 +	60 +	72 +	63 +	73 +	70	+3

+ Percentage of positive responses increased in comparison to previous year's responses.

Attitudes Toward School's Communication Efforts. Parents were more positive in their attitudes about the efforts schools made in communicating with them than parents were in 1989-90. In Table 25 are listed five survey items which address how schools communicate with parents. The average number of positive responses increased from 1989-90 to 1990-91 on each of these items. Also, for four of these items increases resulted in average responses which were either very similar to the system average or more positive.

Contact With School. Practically the same percentage of parents in 1990-91 said they had visited their child's school as in 1989-90. However, the percentage of parents who said they had served as a volunteer at their child's school increased and was similar to the system average (see Table 26).

Table 25. Parent Attitudes Toward Coalition Schools, Communication Efforts, Spring 1991.

Items	PERCENTAGE OF YES RESPONSES										
	HAYS (N=224)	HEBERLE (N=212)	HEINOLD (N=152)	HOFFMAN (N=84)	OYLER (N=121)	ROTHENBERG (N=82)	WASHINGTON PARK (N=134)	WINDSOR (N=81)	TOTAL CIS (N=1090)	SYSTEM AVERAGE (N=9763)	DIFFERENCE
Do you feel free to contact the teacher or someone else at school if you have a question or problem?	93%+	96%+	96%	98%+	91%+	91%+	90%	93%	93%+	94%+	-1
Do teachers respond to requests for information about your child?	86 +	93 +	77	93	88 +	88 +	80	93 +	87 +	88 +	-1
Have you received information about your school's LSAC?	50 +	86 +	49 +	62 +	44 +	50 +	48	62 +	58 +	53 +	+5
Do you feel the school adequately communicates with you about your child?	77 +	98 +	78 +	84	82 +	80 +	74 +	75 +	82 +	79 +	+3
Are you aware of volunteer opportunities at your child's school?	82	92 +	74	82	80 +	90 +	77	75 +	82 +	86 +	-4

+ Percentage of positive responses increased in comparison to previous year's responses.

Table 26. Parent Attitudes Concerning Their Own Contact With Their Child's School, Spring 1991.

Items	PERCENTAGE OF YES RESPONSES										
	HAYS (N=224)	HEBERLE (N=212)	HEINOLD (N=152)	HOFFMAN (N=84)	OYLER (N=121)	ROTHENBERG (N=82)	WASHINGTON PARK (N=134)	WINDSOR (N=81)	TOTAL CIS (N=1090)	SYSTEM AVERAGE (N=9763)	DIFFERENCE
Have you visited your child's school this past year?	88	89	90	92 +	82 +	94	85	86	88	91	-3
Have you served as a volunteer at your child's school this past year?	28	65 +	17	41	24 +	26 +	10	41 +	33 +	32 +	+1

+ Percentage of positive responses increased in comparison to previous year's responses.

Design for School Excellence

The success of all schools throughout the district has been evaluated each year since 1984-85 through Design for School Excellence. Schools are awarded merit in a total of ten different categories when their performance meets a specified criterion. Elementary schools are identified as merit schools if they receive merit in six of the ten indicators which must include reading and mathematics achievement, student attendance and interracial understanding.

Three Coalition of Innovative Schools (Oyler, Windsor and Hoffman) have been designated a merit school once since the program's beginning in 1984-85. Hoffman received merit school status most recently in 1988-89. (Results for 1990-91 are not presently available.)

Reported in Table 27 is the number of years in which each of the Coalition of Innovative Schools received merit status in the different merit indicators in the six school years for which data are available, 1984-85 through 1989-90. All schools have now received merit status in nine or more of the categories at least one time during this period. Hays, Heinold, Rothenberg and Windsor have received merit for their achievement in all ten categories at least one time since 1984-85. In 1989-90, Hoffman received merit in eight of the ten categories but was not recognized as a merit school since merit was not earned in student attendance.

Because of the positive outcomes in student achievement, survey results and student attendance, it is likely that for 1990-91 merit will be earned in several categories by each of the schools. It is also possible that a few schools will be named merit schools.

Table 27. Number of Times Merit Has Been Awarded to Coalition of Innovative Schools in Each of the Ten Design for School Excellence Merit Indicators, 1984-85 Through 1989-90.

School	Reading Achievement	Mathematics Achievement	Student Attendance	Interracial Understanding	Writing Achievement	Staff Attendance	Discipline	Teacher Attitudes	Parent Attitudes	Student Attitudes
Hays	1	4	1	4	2	2	4	2	3	3
Heberle	0	1	2	1	1	3	1	3	3	2
Hoffman	2	3	2	5	0	2	3	2	4	2
Heinold	1	1	1	4	1	1	3	3	3	3
Oyler	1	1	3	4	0	3	4	3	1	2
Rothenberg	1	1	2	2	3	2	1	1	1	4
Washington Park	1	2	1	4	0	3	2	1	1	1
Windsor	1	2	4	5	1	3	3	1	4	3

Conclusions and Recommendations

For the seventh year the Coalition of Innovative Schools program provided Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor Elementary Schools and for the second year, Oyler Elementary School, additional support for the purpose of improving the performance of their students in reading and mathematics. The new five-year plan for the program which was initiated in the 1989-90 school year continued in 1990-91. Its 1990-91 budget was slightly over one million dollars. The program was strengthened with the adoption of Chapter 1 school-wide projects at each school in 1990-91.

Conclusions

A summary of evaluation findings for the 1990-91 school year are as follows:

Positive Findings

- Achievement status (percentage at or above norm) of students in Coalition schools increased in all three achievement areas.
- Deviation between system achievement status and program achievement status decreased.
- Achievement gains were better than expected and better than the system average.
- Students in grade 4 exceeded their predicted NCE scores in all three areas (analysis based on comparison of achievement and ability).
- Students in grade 6 exceeded their predicted score in language and mathematics (analysis based on comparison of achievement and ability).
- Students in grade 8 exceeded their predicted score in reading and mathematics (analysis based on comparison of achievement and ability).
- School rankings improved for most schools.
- The writing performance of grade 3, 6 and 8 students was more similar to the system average than in previous years, although at grade 6 the change was very small.
- Promotion rates improved.
- Suspensions decreased.
- Attendance increased.
- Staff continued efforts to improve communication with parents on progress of students.
- Staff continued to provide additional social services to students.
- Student, parent and teacher attitudes toward school were more positive than in previous school year as reflected on SIS survey items.
- Teacher attitudes toward in-service training were more positive than in previous year and slightly more positive than system average as reflected on SIS survey items.
- Parent attitudes concerning school's efforts to communicate with them about their child's progress were more positive than in previous year as reflected on SIS survey items.
- Parents reported volunteering more at their child's school than parents reported in the previous school year.

Negative Findings

- School rankings did not improve or improved only slightly for four schools in reading and two schools in mathematics.
- Students in grade 6 did not meet their predicted score in reading (analysis based on comparison of achievement and ability).
- Students in grade 8 did not meet their predicted score in language (analysis based on comparison of achievement and ability).
- Attendance rate remained below the system average.

Recommendations

The following recommendations for the Coalition of Innovative Schools program are offered:

1. The revised program plan with the additional school modifications completed through the Chapter 1 school-wide projects should be continued.

2. The 1990-91 level of funding for the Coalition program should be maintained.

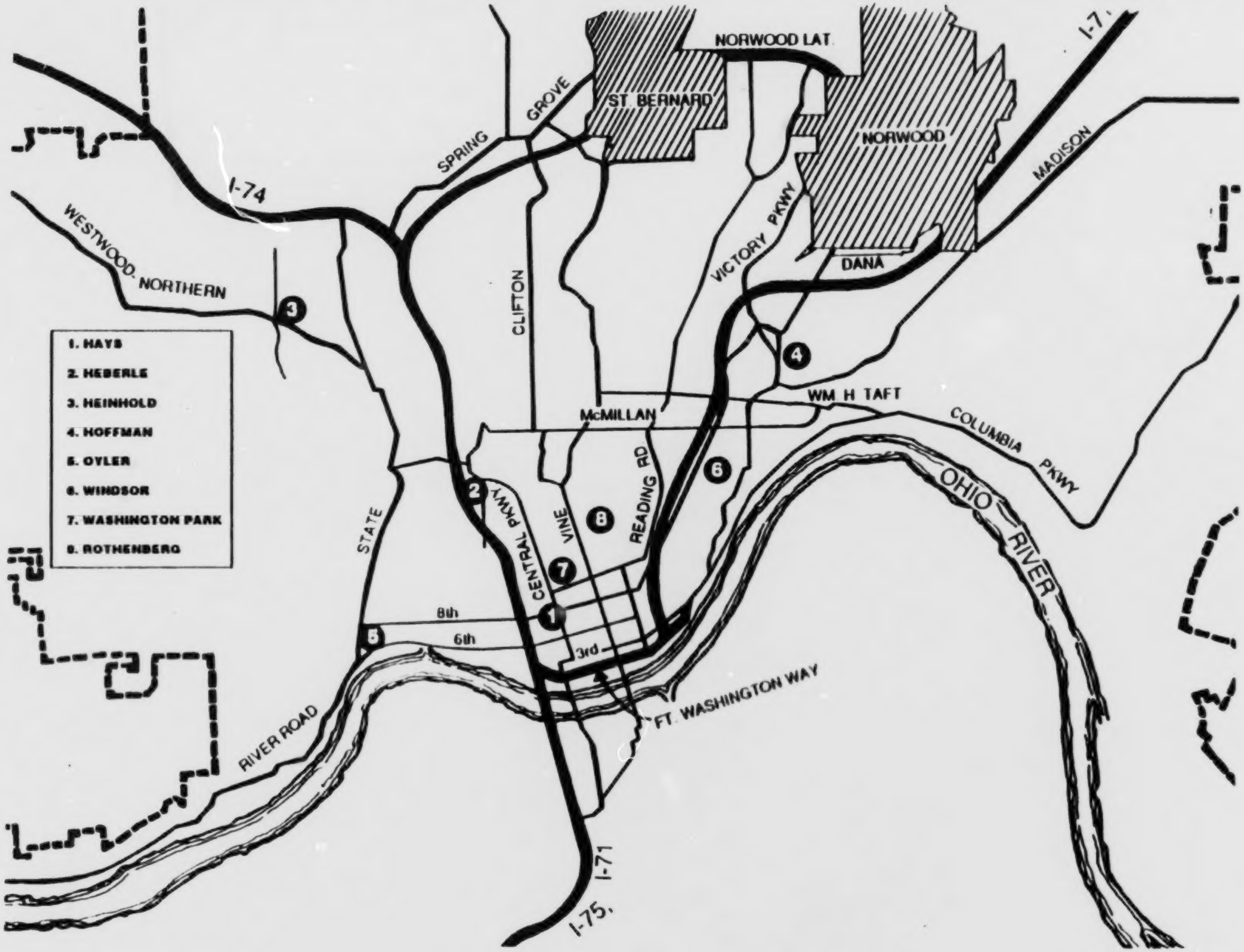
3. Additional ways should be explored for increasing instructional time and time-on-task beyond smaller class sizes and Earn and Learn. For example, more academic and leadership development programs could be offered after school and on Saturdays at schools where this is not already occurring. Also, summer school could be made available to all Coalition students not achieving above the national norm.

4. Additional direction in school improvement should be provided where needed (e.g., additional instructional guidance could be provided for those schools whose grade 6 students did not meet their predicted achievement).

Approved:

Bernard M. Barbadora, Director
Planning, Research and Evaluation

APPENDIX A


1. HAYS
2. HEBERLE
3. HEINHOLD
4. HOFFMAN
5. OYLER
6. WINDSOR
7. WASHINGTON PARK
8. ROTHENBERG
NORWOOD LAT.
ST. BERNARD
NORWOOD
I-71
SPRING GROVE
I-74
WESTWOOD NORTHERN
CLIFTON
VICTORY PKWY
DANA
MADISON
WM. H. TAFT
McMILLAN
COLUMBIA PKWY
OHIO RIVER
READING RD
VINE
CENTRAL PKWY
STATE
8th
6th
3rd
FT. WASHINGTON WAY
RIVER ROAD
I-75, I-71

APPENDIX B

KEY SCHOOL IMPROVEMENTS IN COALITION OF INNOVATIVE SCHOOLS PROGRAM SINCE 1984-85

1984-85

Open Court Reading Program
Summer School Remedial and Enrichment Program
SIP In-Service Training
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1985-86

Open Court Reading Program
Summer School Remedial and Enrichment Program
SIP In-Service Training
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1986-87

Open Court Reading Program
Summer School Remedial and Enrichment Program
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1987-88

Open Court Reading Program
District-Wide Summer School Program Replaced Summer School Remedial and Enrichment Program
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1988-89

K-12 Unified Reading/Communication Arts Program
(Harcourt-Brace Jovanovich Replaced Open Court Reading Series)
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1989-90

Counselors
Instructor Assistants
Part-time School Nurse or School Psychologist (.25 FTE)
Staff In-Service Training (ROPES and School Improvement Planning)
School-Wide Student Assessment
Student Impact Teams
Computer Labs
ESEA Mathematics (Heberle)
After School ESEA Tutoring
Graded Cultural Enrichment Plan
Program Name Changed From Low Achieving Schools to Coalition of Innovative Schools
K-12 Unified Reading/Communication Arts Program

1990-91

Counselors
Additional Instructor Assistants
Part-time School Nurse or School Psychologist (.25 FTE)
Brain Bowl for High-Achieving Students
Increased Administrators (Assistant Principals Assigned to 5 schools)
Increased Art, Music and Physical Education Teachers (where needed)
Staff In-Service Training
School-Wide Student Assessment
Student Impact Teams Serving Students At Risk
Computer Labs
Chapter 1 School-Wide Project for Each School
Earn and Learn Project for Seven of the Eight Schools
Additional Supplies/Equipment
K-12 Unified Reading/Communication Arts Program
K-12 Unified Mathematics Program
Electric Security System
Columbia Software PC Computer for Maintaining Student Records
Large Screen Television and Video Cassette Recorder

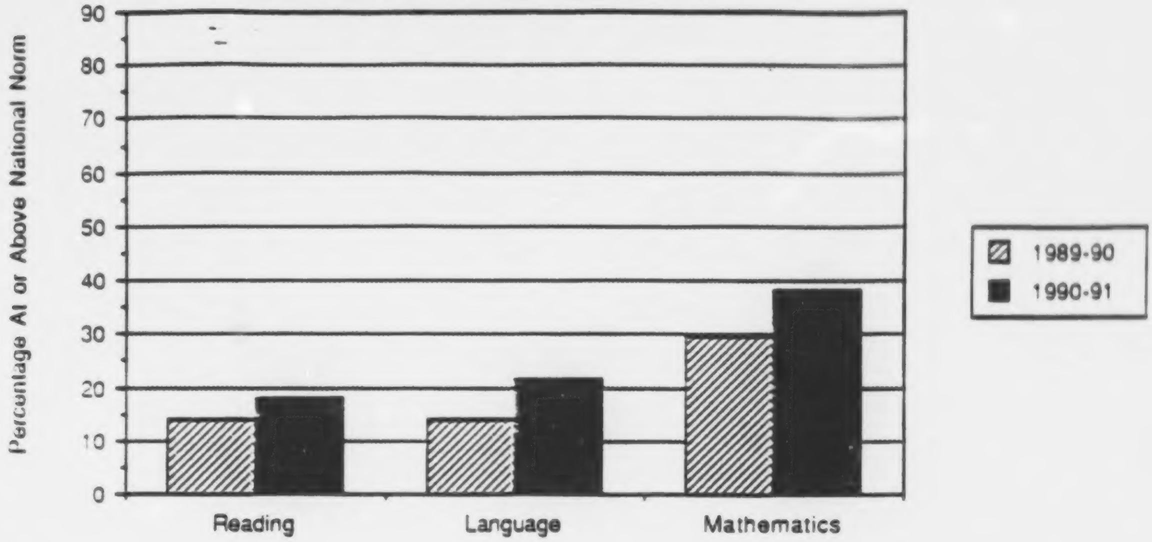
1991-92 (Planned)

Counselors
Additional Instructor Assistants
Part-time School Nurse (.2 for 5 schools)
School Psychologist (.25 FTE)
Brain Bowl for High-Achieving Students
Increased Administrators (Assistant Principals Assigned to 5 schools)
Increased Art, Music and Physical Education Teachers (where needed)
Staff In-Service Training
School-Wide Student Assessment
Student Impact Teams Serving Students At Risk
Computer Labs
Chapter 1 School-Wide Project for Each School
Earn and Learn Project for Seven of the Eight Schools
K-12 Unified Reading/Communication Arts Program
K-12 Unified Mathematics Program
Additional Supplies/Equipment
Operation Forward Pass
Reading Recovery (Hoffman and Windsor)
K-6 Unified Science Program

APPENDIX C

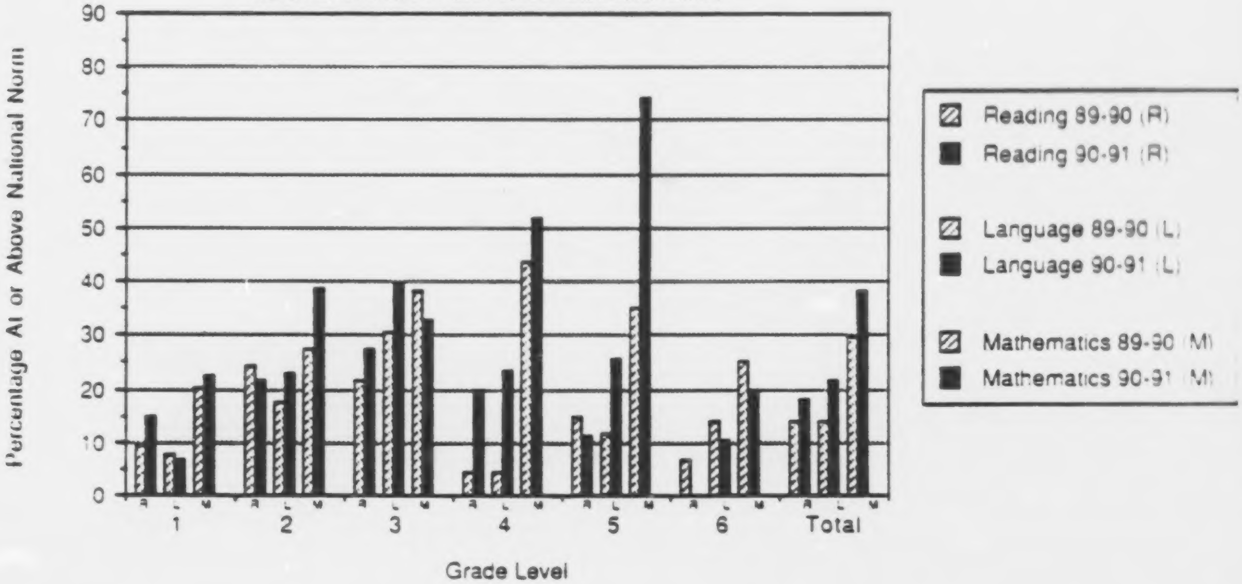
Hays Elementary School

California Achievement Tests Results, 1989-90 and 1990-91



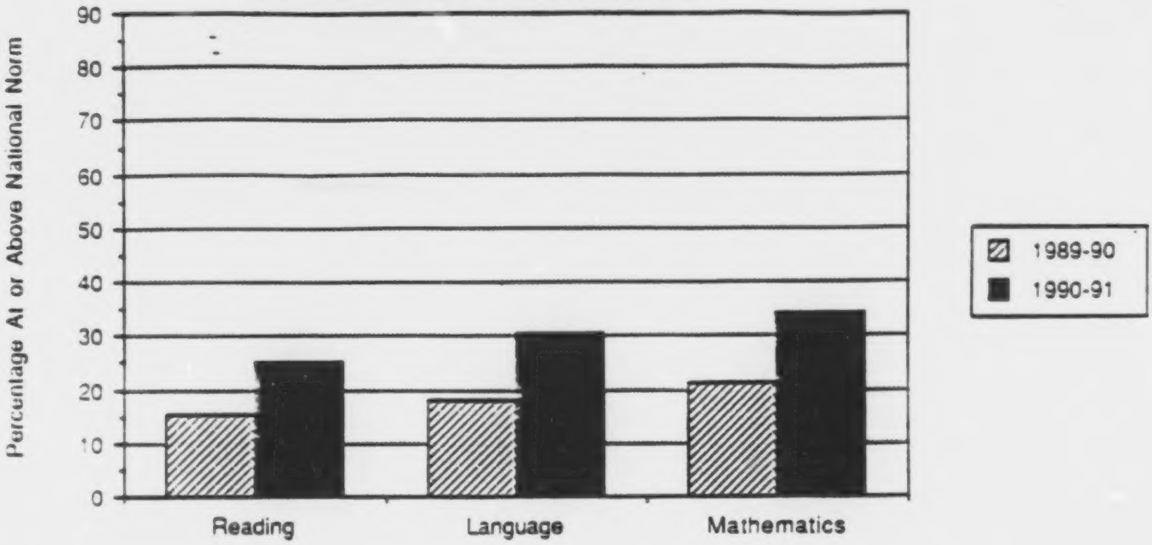
Hays Elementary School

California Achievement Tests Results, 1989-90 and 1990-91



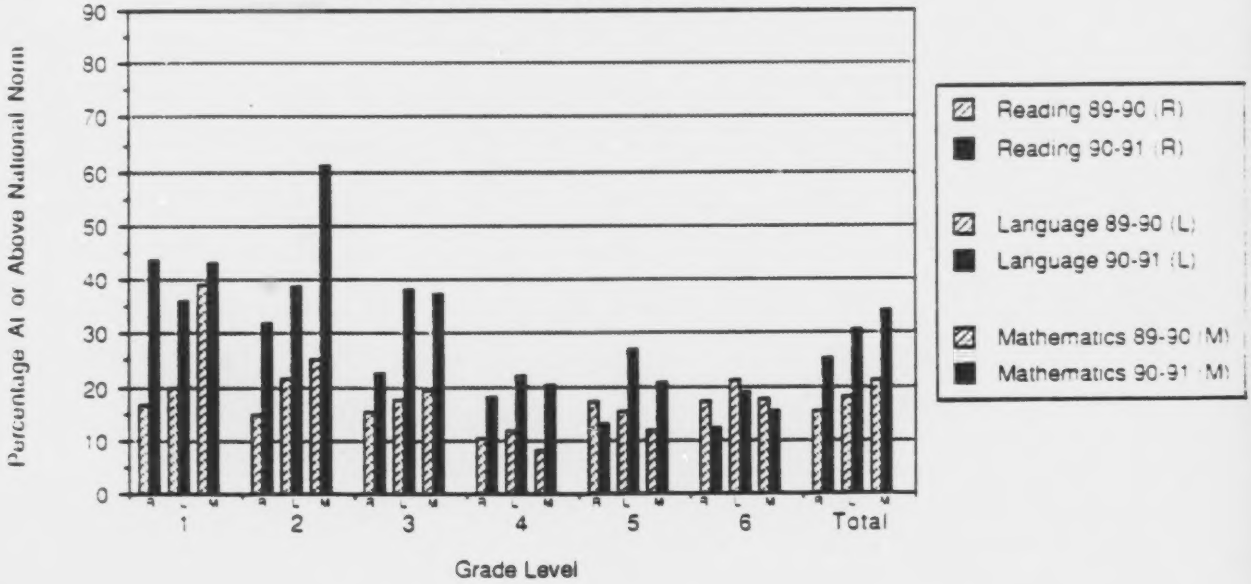
Heberle Elementary School

California Achievement Tests Results, 1989-90 and 1990-91



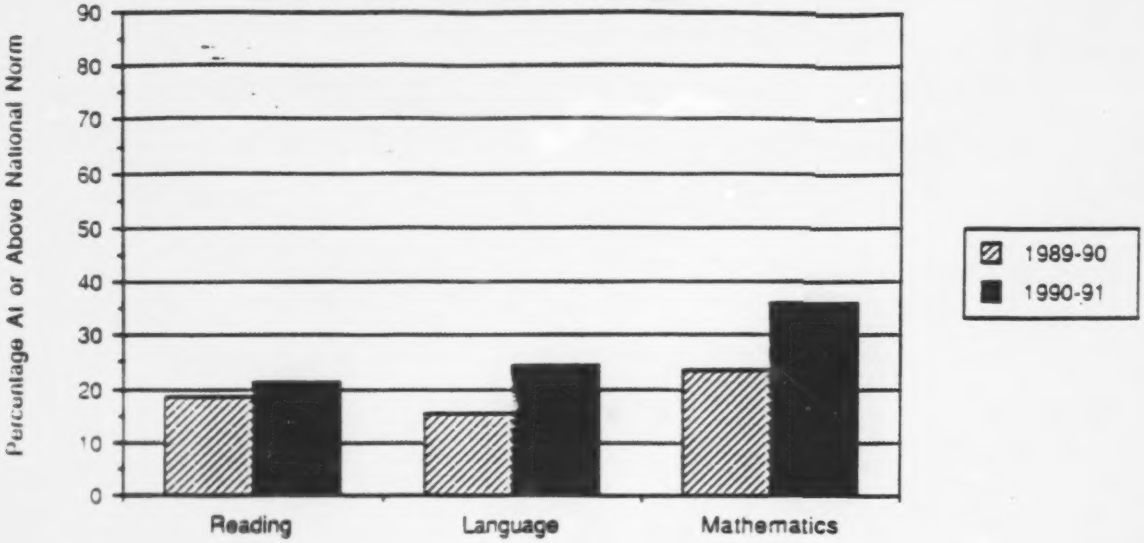
Heberle Elementary School

California Achievement Tests Results, 1989-90 and 1990-91



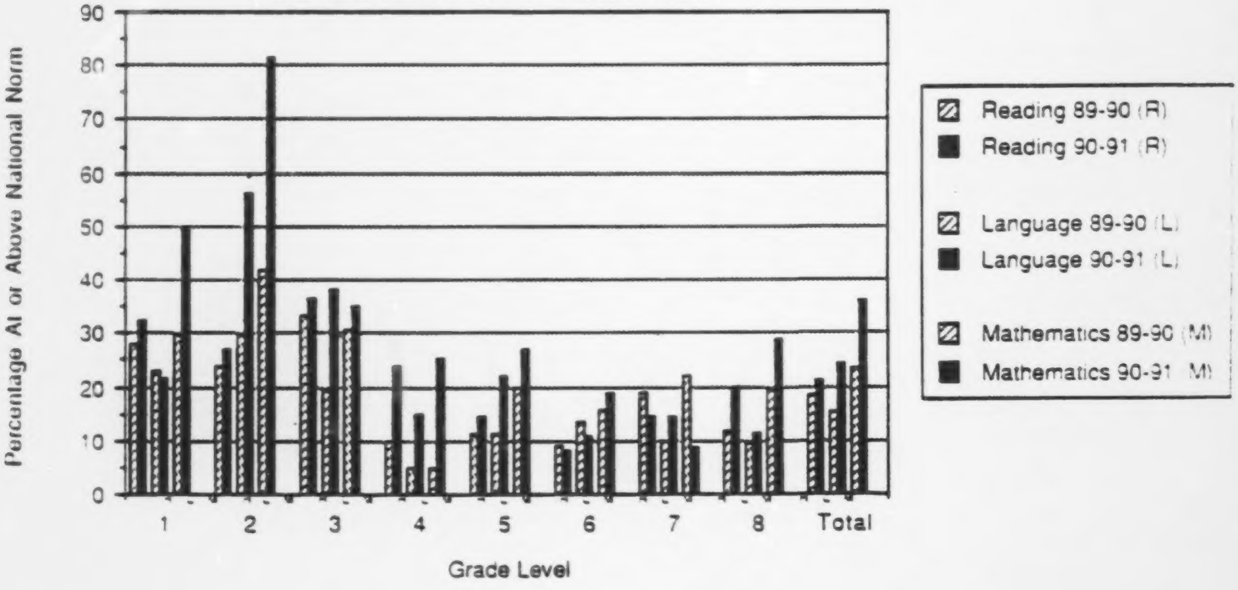
Heinold I.G.E. Elementary School

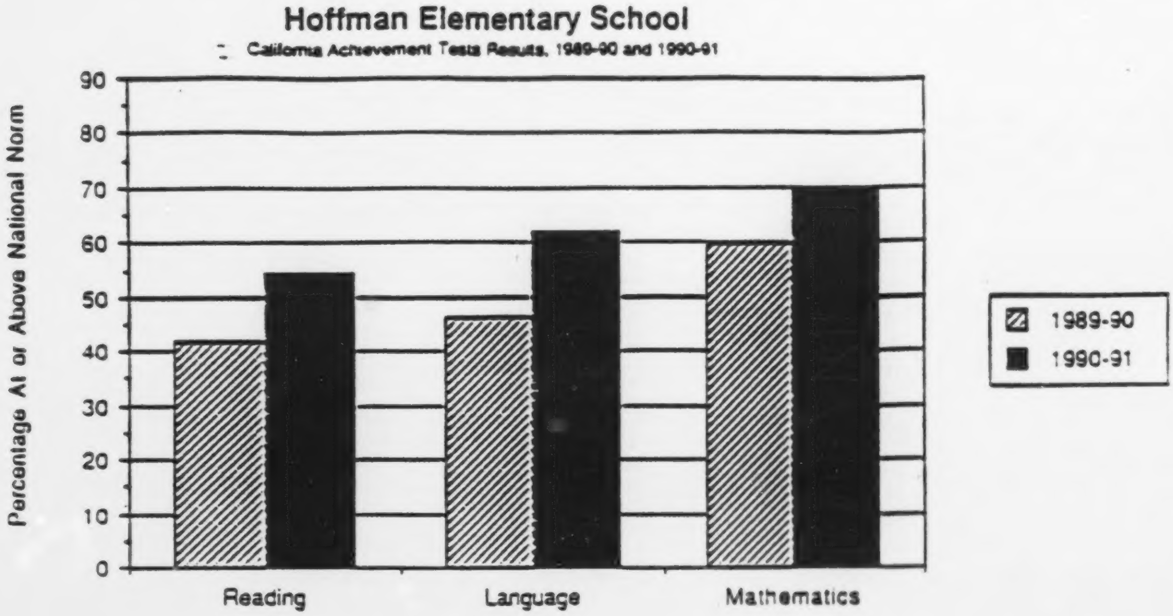
California Achievement Tests Results, 1989-90 and 1990-91

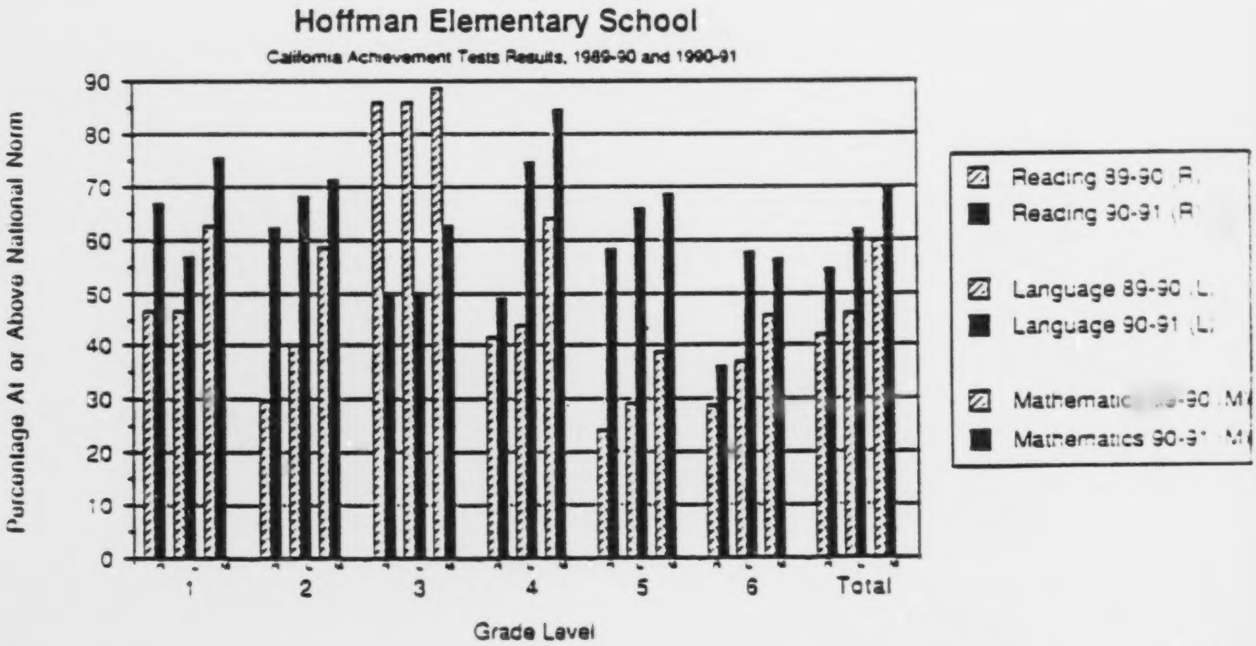


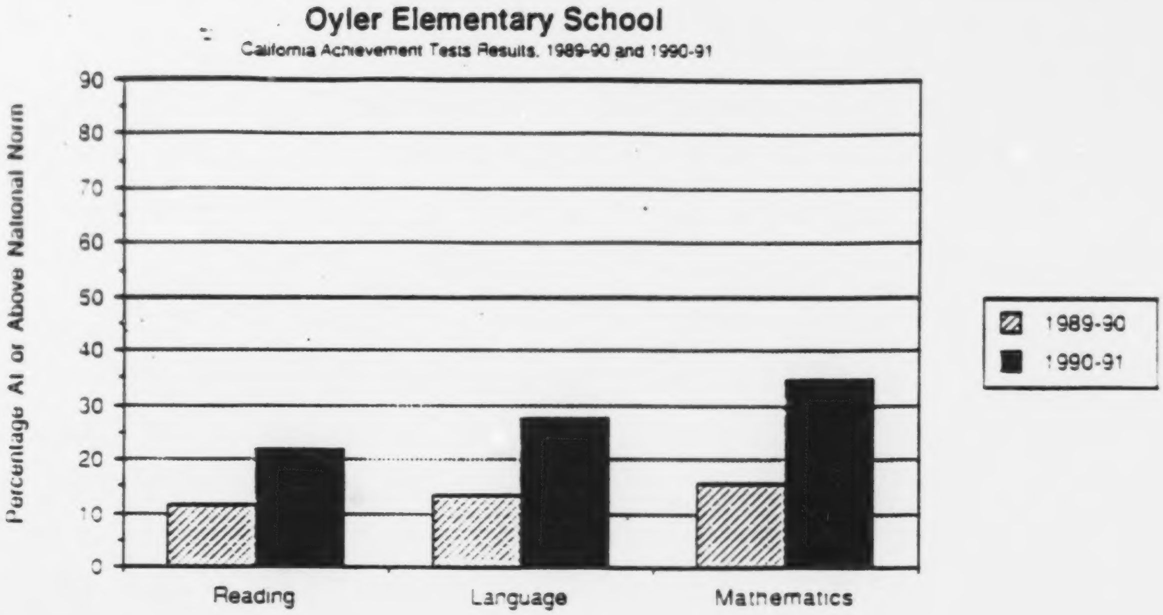
Heinold I.G.E. Elementary School

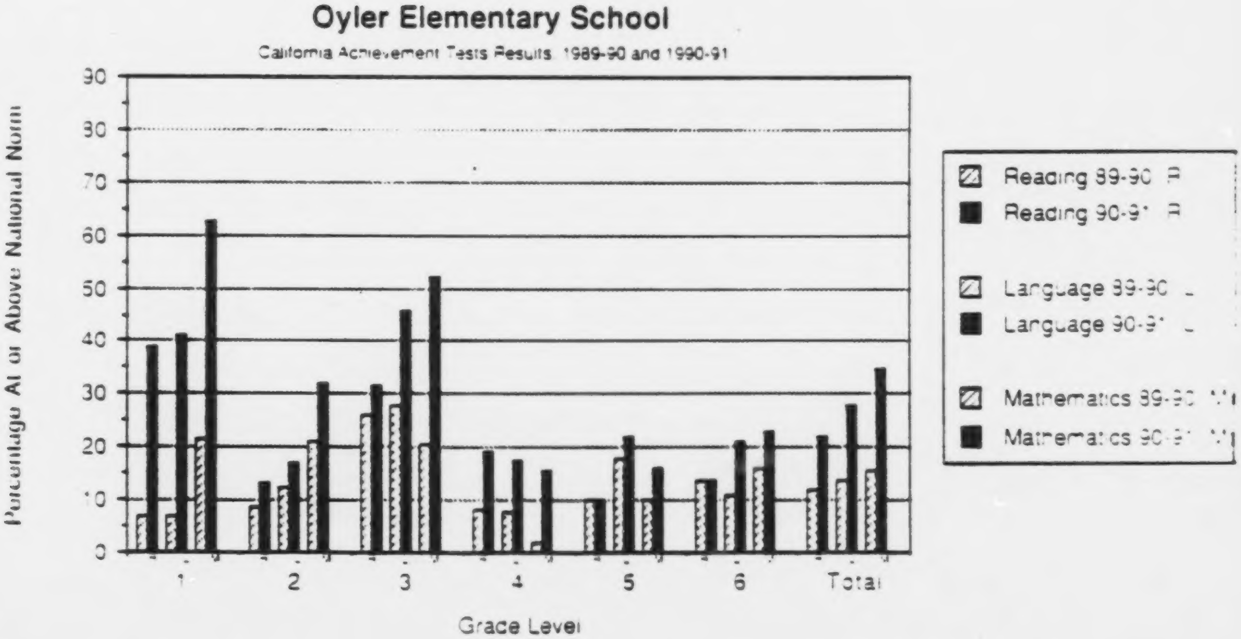
California Achievement Tests Results, 1989-90 and 1990-91

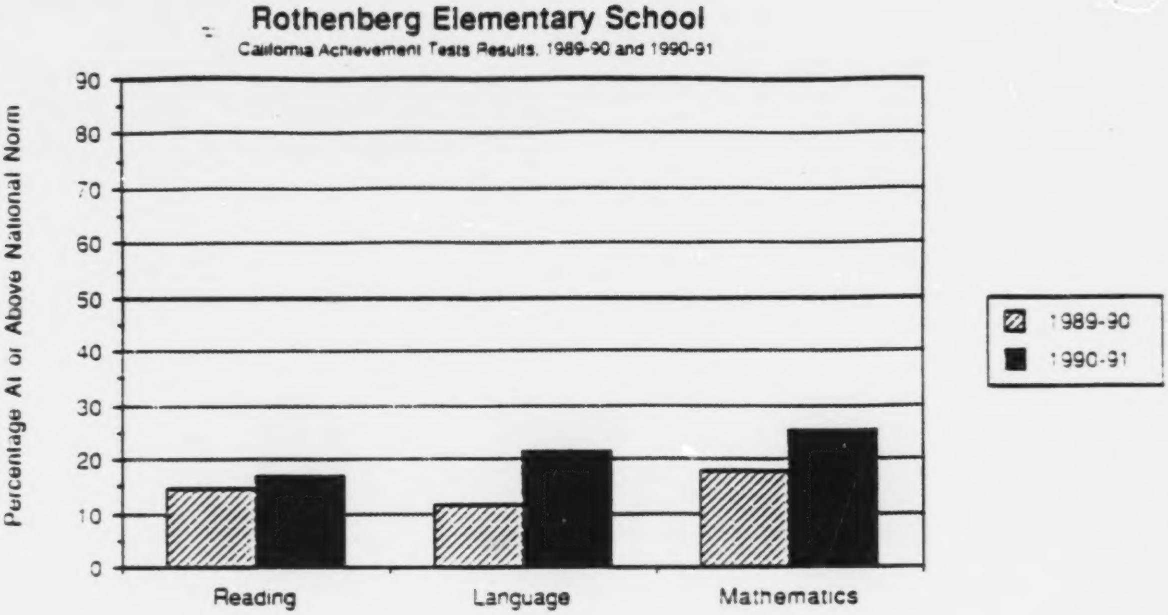


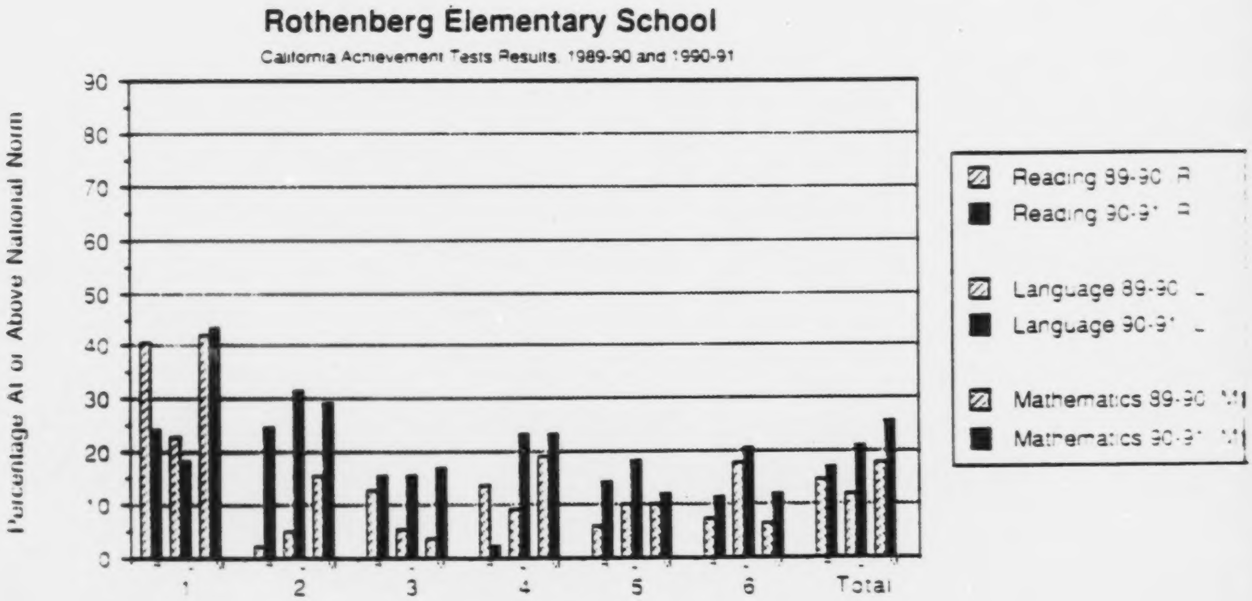

Hoffman Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
0
10
20
30
40
50
60
70
80
90
Reading
Language
Mathematics
▨ 1989-90
■ 1990-91

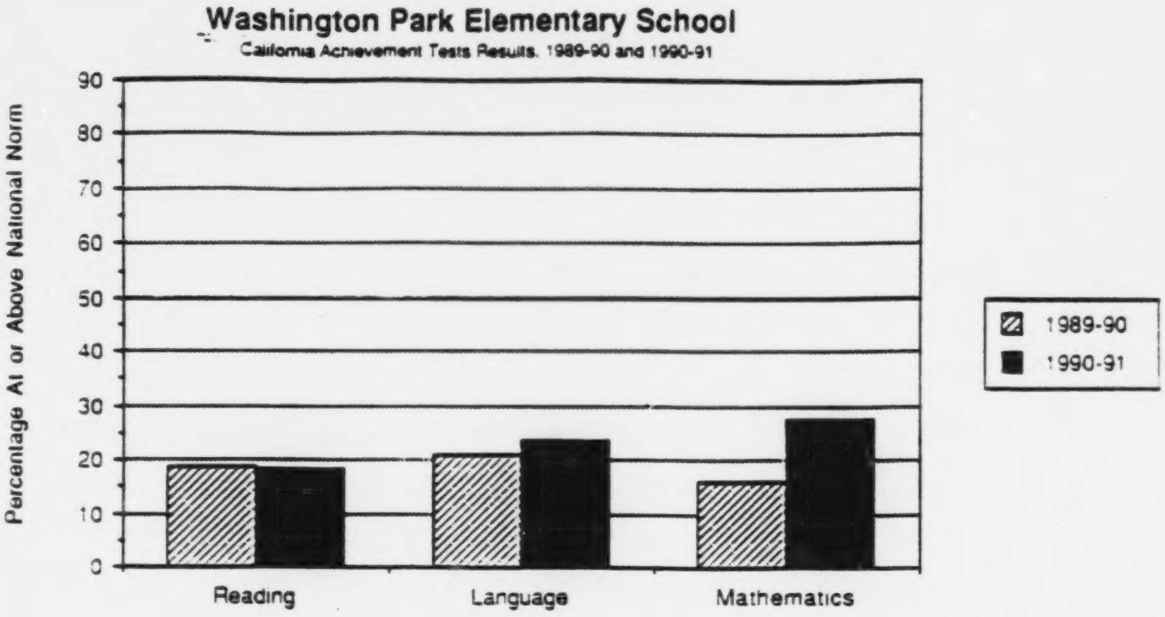

Hoffman Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
0
10
20
30
40
50
60
70
80
90
1
2
3
4
5
6
Total
Grade Level
▨ Reading 89-90 (R
■ Reading 90-91 (R
▨ Language 89-90 (L
■ Language 90-91 (L
▨ Mathematics 89-90 (M
■ Mathematics 90-91 (M

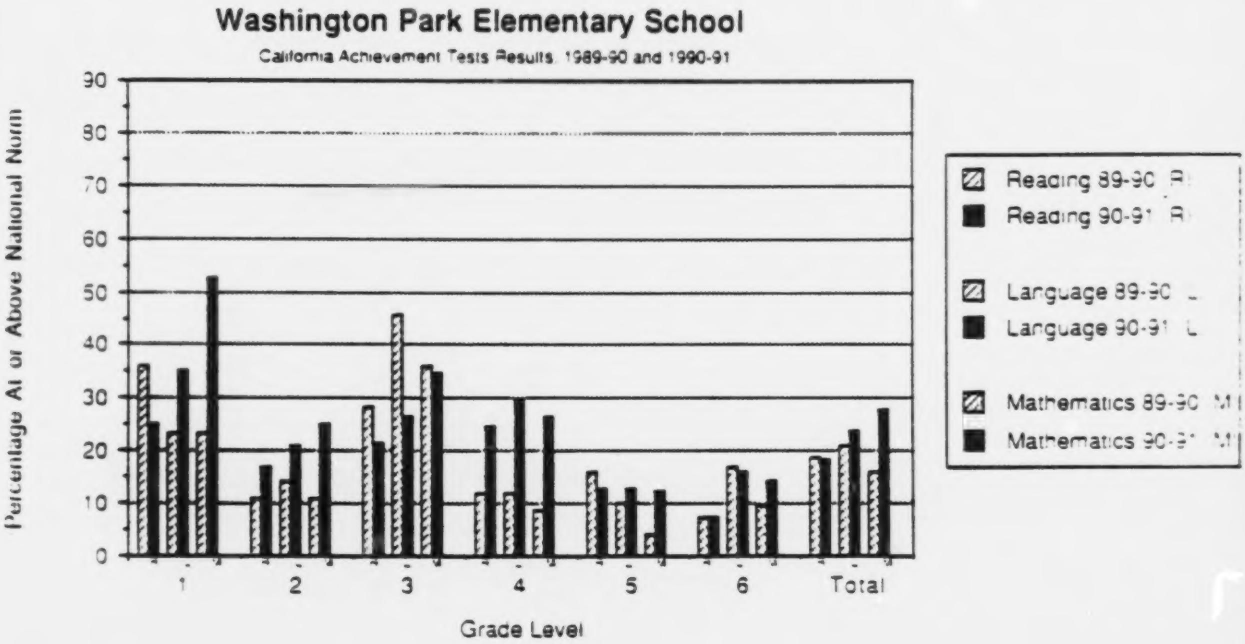

Oyler Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
90
80
70
60
50
40
30
20
10
0
Reading
Language
Mathematics
1989-90
1990-91

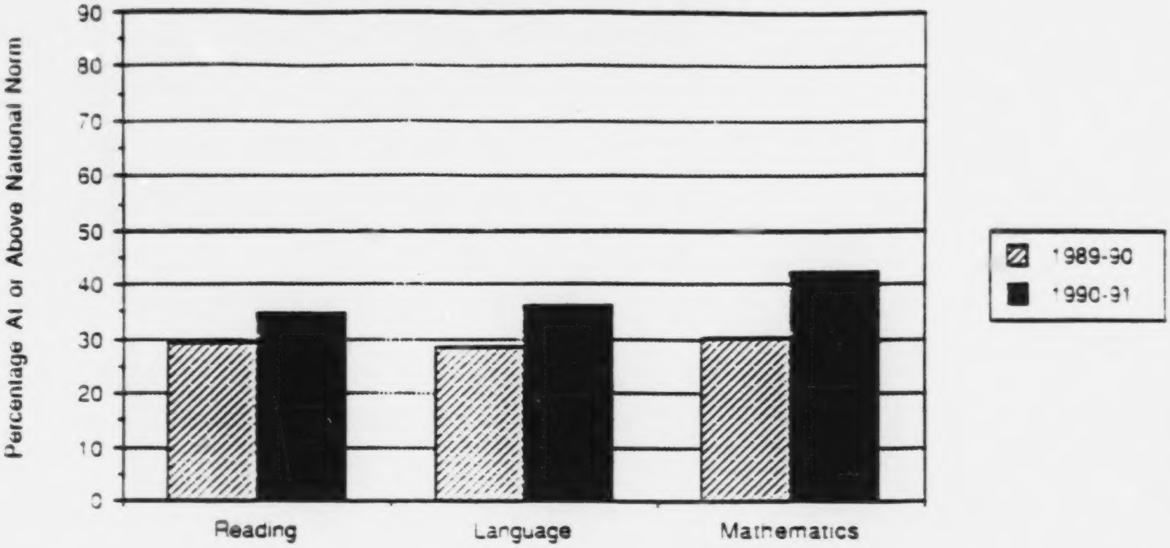

Oyler Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
Total
Grade Level
Reading 89-90
Reading 90-91
Language 89-90
Language 90-91
Mathematics 89-90
Mathematics 90-91


Rothenberg Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
90
80
70
60
50
40
30
20
10
0
Reading
Language
Mathematics
▨ 1989-90
■ 1990-91


Rothenberg Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
Total
Grade Level
▨ Reading 89-90 R
■ Reading 90-91 R
▨ Language 89-90 L
■ Language 90-91 L
▨ Mathematics 89-90 M
■ Mathematics 90-91 M

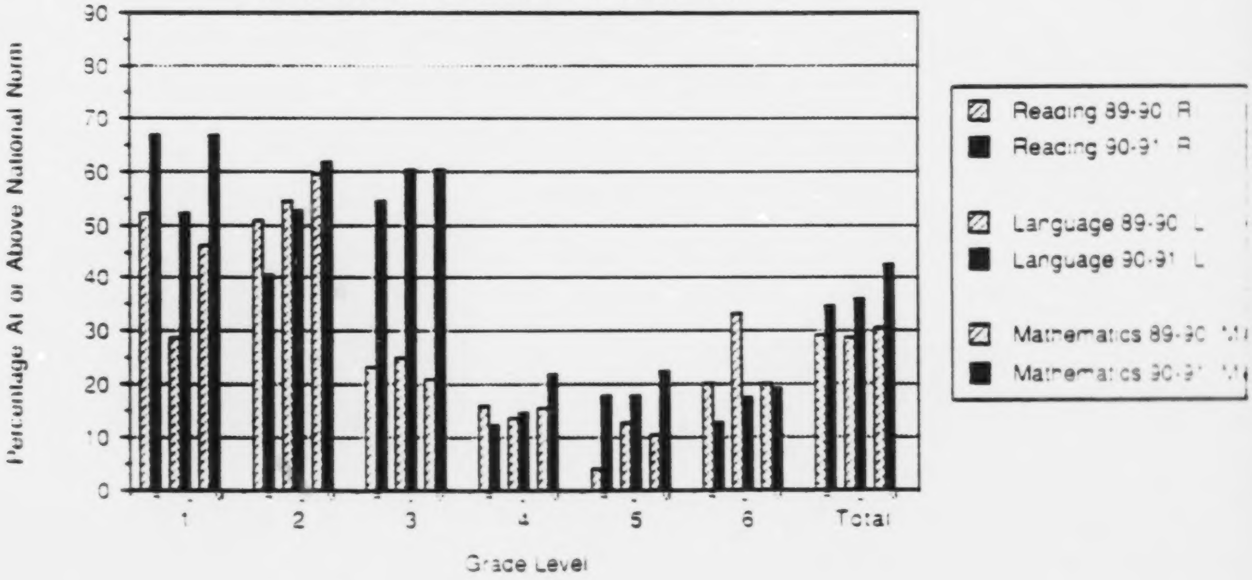

Washington Park Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
0
10
20
30
40
50
60
70
80
90
Reading
Language
Mathematics
▨ 1989-90
■ 1990-91


Washington Park Elementary School
California Achievement Tests Results, 1989-90 and 1990-91
Percentage At or Above National Norm
0
10
20
30
40
50
60
70
80
90
1
2
3
4
5
6
Total
Grade Level
▨ Reading 89-90 (R
■ Reading 90-91 (R
▨ Language 89-90 (L
■ Language 90-91 (L
▨ Mathematics 89-90 (M
■ Mathematics 90-91 (M



Windsor Elementary School

California Achievement Tests Results, 1989-90 and 1990-91



Windsor Elementary School

California Achievement Tests Results, 1989-90 and 1990-91

APPENDIX D

Attitudes Toward School of Students, Teachers and Parents at Hays Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=110)	PERCENTAGE OF YES RESPONSES 1990-1991 (N=123)	DIFFERENCE
I like school.	71%	78%	+ 7
I like my school.	45	58	+13
My teachers care about me.	67	76	+ 9
School helps me feel good about myself.	70	76	+ 6
Most of my school work is interesting.	70	81	+11

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1989-1990 (N=24)	AVERAGE RESPONSE (1-7) 1990-1991 (N=33)	DIFFERENCE
Satisfaction with my teaching assignment.	3.58	5.39	+1.81
General quality of teaching in our school.	4.79	5.48	+ .69
Administrator(s) cooperation with the teachers in our school.	4.38	5.24	+ .86
My morale as it relates to my school.	2.96	4.88	+1.92
Staff morale in our school.	2.33	4.06	+1.73

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=162)	PERCENTAGE OF YES RESPONSES 1990-1991 (N=224)	DIFFERENCE
Does your child's school teach what you think should be taught?	78%	75%	- 3
Are you satisfied with the quality of teaching at your child's school?	69	73	+ 4
Has the school done a good job of teaching your child basic skills such as reading?	78	79	+ 1
Do you believe your child's teachers take a personal interest in him/her?	64	74	+10
Do you feel your school's programs are meeting the individual needs of your child?	64	69	+ 5

Attitudes Toward School of Students, Teachers and Parents at Heberle Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=202)	1990-1991 (N=230)	DIFFERENCE
I like school.	67%	89%	+22
I like my school.	44	81	+37
My teachers care about me.	70	93	+23
School helps me feel good about myself.	62	87	+25
Most of my school work is interesting.	70	90	+20

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1989-1990 (N=40)	1990-1991 (N=42)	DIFFERENCE
Satisfaction with my teaching assignment.	4.95	5.59	+ .64
General quality of teaching in our school.	4.85	5.38	+ .53
Administrator(s) cooperation with the teachers in our school.	4.38	5.43	+1.05
My morale as it relates to my school.	4.03	5.69	+1.66
Staff morale in our school.	3.25	4.83	+1.58

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=206)	1990-1991 (N=212)	DIFFERENCE
Does your child's school teach what you think should be taught?	80%	98%	+18
Are you satisfied with the quality of teaching at your child's school?	66	92	+26
Has the school done a good job of teaching your child basic skills such as reading?	83	93	+10
Do you believe your child's teachers take a personal interest in him/her?	66	90	+24
Do you feel your school's programs are meeting the individual needs of your child?	60	92	+32

Attitudes Toward School of Students, Teachers and Parents at Heinold Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=125)	1990-1991 (N=118)	DIFFERENCE
I like school.	66%	69%	+ 3
I like my school.	54	48	- 6
My teachers care about me.	73	66	- 7
School helps me feel good about myself.	72	67	- 5
Most of my school work is interesting.	73	69	- 4

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1989-1990 (N=37)	1990-1991 (N=37)	DIFFERENCE
Satisfaction with my teaching assignment.	5.68	5.89	+ .21
General quality of teaching in our school.	5.54	5.47	- .07
Administrator(s) cooperation with the teachers in our school.	4.73	4.75	+ .02
My morale as it relates to my school.	4.68	4.94	+ .26
Staff morale in our school.	3.84	4.44	+ .60

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=212)	1990-1991 (N=152)	DIFFERENCE
Does your child's school teach what you think should be taught?	81%	85%	+ 4
Are you satisfied with the quality of teaching at your child's school?	71	79	+ 8
Has the school done a good job of teaching your child basic skills such as reading?	85	85	0
Do you believe your child's teachers take a personal interest in him/her?	62	68	+ 6
Do you feel your school's programs are meeting the individual needs of your child?	64	66	+ 2

Attitudes Toward School of Students, Teachers and Parents at Hoffman Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=114)	PERCENTAGE OF YES RESPONSES 1990-1991 (N=107)	DIFFERENCE
I like school.	64%	66%	+ 2
I like my school.	52	65	+13
My teachers care about me.	66	84	+18
School helps me feel good about myself.	47	69	+22
Most of my school work is interesting.	61	75	+14

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1989-1990 (N=21)	AVERAGE RESPONSE (1-7) 1990-1991 (N=24)	DIFFERENCE
Satisfaction with my teaching assignment.	5.05	6.38	+1.33
General quality of teaching in our school.	5.29	6.42	+1.13
Administrator(s) cooperation with the teachers in our school.	4.65	6.17	+1.52
My morale as it relates to my school.	4.50	5.88	+1.38
Staff morale in our school.	3.80	6.00	+2.20

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N= 80)	PERCENTAGE OF YES RESPONSES 1990-1991 (N= 84)	DIFFERENCE
Does your child's school teach what you think should be taught?	83%	92%	+ 9
Are you satisfied with the quality of teaching at your child's school?	80	93	+13
Has the school done a good job of teaching your child basic skills such as reading?	96	93	− 3
Do you believe your child's teachers take a personal interest in him/her?	78	88	+10
Do you feel your school's programs are meeting the individual needs of your child?	78	83	+ 5

Attitudes Toward School of Students, Teachers and Parents at Oyler Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=138)	1990-1991 (N=136)	DIFFERENCE
I like school.	61%	67%	+ 6
I like my school.	46	50	+ 4
My teachers care about me.	73	74	+ 1
School helps me feel good about myself.	62	64	+ 2
Most of my school work is interesting.	67	65	- 2

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1989-1990 (N=39)	1990-1991 (N=39)	DIFFERENCE
Satisfaction with my teaching assignment.	5.59	5.08	- .51
General quality of teaching in our school.	5.15	5.00	- .15
Administrator(s) cooperation with the teachers in our school.	4.77	3.82	- .95
My morale as it relates to my school.	5.10	3.95	-1.15
Staff morale in our school.	3.87	3.13	- .74

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1989-1990 (N=191)	1990-1991 (N=121)	DIFFERENCE
Does your child's school teach what you think should be taught?	80%	88%	+ 8
Are you satisfied with the quality of teaching at your child's school?	70	82	+12
Has the school done a good job of teaching your child basic skills such as reading?	80	88	+ 8
Do you believe your child's teachers take a personal interest in him/her?	63	76	+13
Do you feel your school's programs are meeting the individual needs of your child?	60	63	+ 3

Attitudes Toward School of Students, Teachers and Parents at Rothenberg Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1989-1990 (N=149)	1990-1991 (N=115)	DIFFERENCE
I like school.	83%	70%	-13
I like my school.	59	44	-15
My teachers care about me.	79	83	+ 4
School helps me feel good about myself.	69	61	- 8
Most of my school work is interesting.	77	74	- 3

TEACHER ATTITUDES

	AVERAGE RESPONSE (1-7)		
Items	1989-1990 (N=35)	1990-1991 (N=37)	DIFFERENCE
Satisfaction with my teaching assignment.	4.59	5.11	+ .52
General quality of teaching in our school.	5.43	5.68	+ .25
Administrator(s) cooperation with the teachers in our school.	4.26	4.78	+ .52
My morale as it relates to my school.	3.63	4.06	+ .43
Staff morale in our school.	2.94	3.62	+ .68

PARENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1989-1990 (N=143)	1990-1991 (N= 82)	DIFFERENCE
Does your child's school teach what you think should be taught?	69%	70%	+ 1
Are you satisfied with the quality of teaching at your child's school?	62	58	- 4
Has the school done a good job of teaching your child basic skills such as reading?	82	78	- 4
Do you believe your child's teachers take a personal interest in him/her?	59	76	+17
Do you feel your school's programs are meeting the individual needs of your child?	59	60	+ 1

Attitudes Toward School of Students, Teachers and Parents at Washington Park Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1989-1990 (N=123)	1990-1991 (N=150)	DIFFERENCE
I like school.	59%	66%	+ 7
I like my school.	51	56	+ 5
My teachers care about me.	72	81	+ 9
School helps me feel good about myself.	56	61	+ 5
Most of my school work is interesting.	67	61	- 6

TEACHER ATTITUDES

	AVERAGE RESPONSE (1-7)		
Items	1989-1990 (N=32)	1990-1991 (N=27)	DIFFERENCE
Satisfaction with my teaching assignment.	5.22	6.15	+ .93
General quality of teaching in our school.	5.31	5.89	+ .58
Administrator(s) cooperation with the teachers in our school.	5.34	5.59	+ .25
My morale as it relates to my school.	4.88	5.67	+ .79
Staff morale in our school.	4.53	5.37	+ .84

PARENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1989-1990 (N=153)	1990-1991 (N=134)	DIFFERENCE
Does your child's school teach what you think should be taught?	88%	83%	- 5
Are you satisfied with the quality of teaching at your child's school?	83	80	- 3
Has the school done a good job of teaching your child basic skills such as reading?	82	86	+ 4
Do you believe your child's teachers take a personal interest in him/her?	70	69	- 1
Do you feel your school's programs are meeting the individual needs of your child?	69	72	+ 3

Attitudes Toward School of Students, Teachers and Parents at Windsor Elementary School, Spring 1990 and Spring 1991.

STUDENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1989-1990 (N=117)	1990-1991 (N=128)	DIFFERENCE
I like school.	71%	71%	0
I like my school.	56	48	- 8
My teachers care about me.	85	69	-16
School helps me feel good about myself.	68	76	+ 8
Most of my school work is interesting.	71	72	+ 1

TEACHER ATTITUDES

	AVERAGE RESPONSE (1-7)		
Items	1989-1990 (N=22)	1990-1991 (N=23)	DIFFERENCE
Satisfaction with my teaching assignment.	4.82	5.39	+ .57
General quality of teaching in our school.	5.05	5.91	+ .86
Administrator(s) cooperation with the teachers in our school.	3.36	4.83	+1.47
My morale as it relates to my school.	3.09	4.78	+1.69
Staff morale in our school.	2.82	4.65	+1.83

PARENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1989-1990 (N= 59)	1990-1991 (N= 81)	DIFFERENCE
Does your child's school teach what you think should be taught?	69%	75%	+ 6
Are you satisfied with the quality of teaching at your child's school?	79	78	- 1
Has the school done a good job of teaching your child basic skills such as reading?	83	84	+ 1
Do you believe your child's teachers take a personal interest in him/her?	66	73	+ 7
Do you feel your school's programs are meeting the individual needs of your child?	55	63	+ 8

CINCINNATI PUBLIC SCHOOLS
1991 California Achievement Test
Report of Results By Race and Gender

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Planning, Research and Evaluation Branch
July 24, 1991

CINCINNATI PUBLIC SCHOOLS
1991 California Achievement Test
Report of Results By Race and Gender

Introduction

The purpose of this report is to provide 1991 California Achievement Test results of students based on race and gender. This report, in addition to other initiatives (e.g., Buenger Commission, Mayor's Summit, other achievement scores, School Information System surveys, etc.), will lead to a comprehensive assessment of the school system to determine effective methods to improve student achievement.

Historically, Cincinnati Public Schools has not analyzed and released these data, but this report breaks the trend. It should be recognized that the district is not alone in disaggregating achievement scores by race and gender. Other large cities have begun to analyze data in this way. Additionally, the State of Ohio is releasing proficiency results by race and gender. Currently, many researchers are also studying this type of data to find better ways to define and address educational needs.

Over the past four years, the district has initiated new programs such as All-Day Kindergarten in all neighborhood schools, and pre-school. The district has also established new unified curriculum in reading/communication arts, mathematics and science. This report will allow the district to assess these new initiatives, related to race and gender, in a more effective way.

Thus, the attached tables provide comparisons of the California Achievement Test data by race and gender. The data are provided both in terms of the percent of students scoring at and above norm, and in the addendum, in terms of the average Normal Curve Equivalent (NCE) of the students. In all of the comparisons students who describe themselves as "other" have been included in the white total.

Differences in Percent At and Above Norm

In grades 1-8 and 10, 23.7% more white students scored at and above norm in reading (55.8% vs. 32.1%), 21.9% more in language (58.9% vs. 37.0%), and 23.7% more in mathematics (60.3% vs. 36.6%) (see Table 1). Across the three content areas the differences were smallest in the primary grades (16.8% to 21.6%) and largest in grade 10 (34.4% to 39.0%). This increase in achievement differences across grade levels is characteristic of nationally reported data and has shown up in all local comparisons by race. The large differences noted at grade 10 are due in large part to large increases in the white achievement scores which occur after grade 8. One explanation for this large discrepancy is that a greater number of low achieving white students drop out across this period.

In grades 1-8 and 10 more female students scored at and above norm than males. In reading the difference was 5.2% (43.5% vs. 38.3%), in language 10.3% (50.3% vs. 40.0%) and in mathematics 3.0% (47.0% vs. 44.0%) (see Table 2). In reading, females outscored males by 6.2% in the elementary grades, 2.4% in middle school grades and 1.7% in grade 10. In language, female students outscored male students by 10.4% in the elementary grades, by 11.8% in the middle school grades and by 6.7% in grade 10. The differences were smaller in mathematics than in the other two subjects. Female students outscored male students by 2.8% in the elementary grades, by 5.3% in the middle school grades, but in grade 10, male students scored slightly higher than female students (42.8% vs. 42.1%). Comparison data for gender differences are seldom reported. The skimpy literature available suggests that females outperform males in reading and language, but that males outperform females in mathematics. Findings also suggest that the male/female differences tend to narrow in senior high school except in the case of mathematics, in which the male advantage becomes more pronounced.

The school-by-school differences in achievement by race, expressed as percent of students at and above norm, are given in Table 3. In an overwhelming majority of schools, white students scored higher than black students on the within school comparisons. **Please take note, in cases of either race, where the number of students is below 15, the results become unstable and they should not be over-interpreted.** As a general rule, the largest black/white differences were found in the highest achieving schools. In these cases there is simply more room for the differences to be large.

The school-by-school differences in achievement by gender, expressed as percent of students at and above norm, are given in Table 4. School-by-school differences by gender show a definite pattern for each of the content areas even though female students outscored male students in the great majority of the comparisons. For example, male students scored higher than their female counterparts in nine of the 61 elementary schools in reading, two of the 61 elementary schools in language and in 18 of the 61 elementary schools in mathematics. In the middle schools male students scored higher in reading in five of the nine schools, the female students scored higher in language and in mathematics in six of the nine schools. In the senior high schools male students scored higher in reading in six of the ten schools, and they also scored higher in mathematics in five of the ten schools. In language female students outscored male students in eight of the ten high schools.

Conclusions

The differences between race and gender, as found in this analysis, are not surprising and are less than national trend data indicate. However, the size of the disparity in achievement levels, based on race and gender, varies by grade and school. White students and female students are scoring higher than their counterparts.

Many factors influence a student's academic achievement. Further analysis will need to be performed to ascertain what types of programs are positively impacting achievement and what other school and non-school factors appear to impact racial differences.

Recommendations

It is evident that the socio-economic background of students enrolled in the Cincinnati Public Schools has a significant impact on these results. Preliminary analysis reveals, when looking at racial differences in achievement based on family income, those differences are reduced by sixty to eighty percent. Therefore, it is recommended that the district conduct a more in-depth study on socio-economic status of students as related to achievement. It is also recommended that the district:

- Conduct an in-depth analysis of schools that experience the smallest disparities in achievement and apply these findings to other schools.
- Commission an in-depth study by a known expert(s) on educational equity related to race and gender.
- Provide in-service training to all staff on intercultural diversity.
- Consult with local university personnel to uncover strategies that may positively impact these differences.
- Determine the impact of socio-economics on achievement.
- Assess the effectiveness of current initiatives (e.g., All-Day Kindergarten, pre-school, Reading/Communication Arts Program, etc.).
- Focus on raising all achievement levels, especially the lower student quartile, rather than focusing on differences between race and gender.

PR&E/7/24/91

Table 1. Percent of Students At and Above Norm, By Grade, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	# Pupils Tested		% Pupils At & Above Norm		# Pupils Tested		% Pupils At & Above Norm		# Pupils Tested		% Pupils At & Above Norm	
Grade	**B**	**W**	**B**	**W**	**B**	**W**	**B**	**W**	**B**	**W**	**B**	**W**
1	2863	1768	42.9	56.2	2865	1771	38.3**	54.7	2858	1787	48.3	68.8
2	2608	1509	35.5	55.3	2606	1509	44.1	63.9	2606	1520	47.9	70.1
3	2517	1498	38.0	58.0	2504	1497	49.2	66.0	2507	1507	41.7	63.3
4	2396	1440	30.7	56.0	2390	1439	38.2	60.1	2393	1456	37.4	58.2
5	2331	1343	27.6	54.8	2325	1340	35.7	59.9	2328	1361	35.8	57.2
6	2295	1323	23.8	48.5	2287	1325	34.8	54.6	2284	1332	32.8	58.5
Total 1-6	15010	8881	**33.6**	**54.9**	14977	8881	**40.2**	**59.8**	14976	8963	**41.1**	**63.1**
7	2097	1225	23.8	53.3	2079	1224	30.5	54.8	2076	1229	22.3	49.2
8	1794	1115	28.2	56.0	1801	1133	26.2	51.7	1809	1134	21.7	47.4
Total 7-8	3891	2340	**25.9**	**54.6**	3880	2357	**28.5**	**53.3**	3885	2363	**22.0**	**48.3**
Total 10	1221	766	**34.5**	**68.9**	1195	777	**25.7**	**64.7**	1123	765	**27.2**	**64.8**
Total 1-8 & 10	20122	11987	**32.1**	**55.8**	20052	1[illegible]015	**37.0**	**58.9**	19984	12091	**36.6**	**60.3**

**Language Expression is the only language test offered at grade 1; remaining grades (2-11) include both Language Expression and Language Mechanics.

PRE/7/22/91/R

Table 2. Percent of Students At and Above Norm, By Grade, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	# Pupils Tested		% Pupils At & Above Norm		# Pupils Tested		% Pupils At & Above Norm		# Pupils Tested		% Pupils At & Above Norm	
Grade	M	F	M	F	M	F	M	F	M	F	M	F
1	2400	2231	42.5	53.8	2404	2232	39.9**	49.6	2411	2234	55.1	57.4
2	2043	2074	37.4	48.1	2042	2073	45.6	57.1	2044	2082	54.7	57.3
3	2018	1997	42.4	48.5	2010	1991	51.1	59.8	2017	1997	49.4	50.2
4	1941	1895	36.7	43.7	1939	1890	40.3	52.7	1947	1902	43.2	47.3
5	1796	1878	37.6	37.5	1789	1876	40.1	48.7	1800	1889	42.7	44.7
6	1743	1875	32.1	33.5	1740	1872	35.9	47.8	1740	1876	38.6	45.7
Total 1-6	11941	11950	38.4	44.6	11924	11934	42.3	52.7	11959	11980	47.9	50.7
7	1624	1698	33.0	36.3	1616	1687	32.2	46.6	1612	1693	28.5	36.0
8	1377	1532	37.9	39.7	1400	1534	31.4	40.3	1405	1538	30.1	32.9
Total 7-8	3001	3230	35.3	37.9	3016	3221	31.8	43.6	3017	3231	29.2	34.5
Total 10	954	1033	46.9	48.6	937	1035	37.6	44.3	901	987	42.8	42.1
Total 1-8 & 10	15896	16213	38.3	43.5	15877	16190	40.0	50.3	15877	16198	44.0	47.0

**Language Expression is the only language test offered at grade 1; remaining grades (2-11) include both Language Expression and Language Mechanics.

RE/7/22/91/R

Table 3. California Achievement Tests, Percent of Students At and Above National Norm By School, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Elementary												
Anderson Pl.	336	181	32.7	49.7	339	183	37.2	51.4	334	181	30.8	54.7
Bond Hill	344	18	24.4	55.6	343	18	30.0	44.4	343	18	34.4	38.9
Bramble	193	62	46.1	46.8	193	62	55.4	56.5	193	62	44.6	62.9
Burton	435	8	26.7	87.5	436	8	34.2	87.5	435	8	36.1	87.5
CAPE Elem.	286	131	33.6	51.9	287	130	48.1	60.8	287	131	56.4	61.8
Carson	91	183	50.5	50.8	91	181	47.3	59.7	90	184	51.1	62.0
Carthage	183	88	42.1	56.8	180	88	47.2	60.2	180	88	57.8	70.5
CBA/AWL/Sawyer	505	340	45.1	73.2	505	336	53.3	76.8	504	405	40.9	66.4
C. Fairmount	257	261	25.3	36.4	254	262	32.3	46.9	257	261	38.9	49.8
Chase	453	273	13.9	31.5	452	271	22.3	37.3	448	270	16.3	32.6
Cheviot	140	140	27.1	63.6	140	140	37.9	67.9	140	140	37.1	73.6
Clifton	302	168	33.8	64.9	302	169	39.1	70.4	308	216	43.2	67.1
College Hill	227	154	51.1	70.8	227	154	56.8	75.3	227	153	59.0	83.7
Covedale	134	350	48.5	70.3	133	350	55.6	73.7	134	349	49.3	74.2
Douglass	391	96	27.1	24.0	381	95	26.0	35.8	383	95	24.5	36.8
Eastern Hills	376	216	19.7	41.7	374	217	23.5	36.4	377	217	24.4	34.6
Eastwood	154	91	56.5	71.4	154	91	61.0	79.1	154	91	59.1	83.5
Fairview	226	258	62.8	82.9	226	257	71.7	89.5	226	258	64.6	87.2
Hartwell	231	166	38.5	61.4	231	166	44.2	65.1	231	163	46.8	71.8
Hays	290	46	13.4	45.7	289	46	17.6	45.7	290	46	37.2	45.7
Heberle	365	215	20.0	34.0	364	217	25.5	39.6	362	213	29.3	43.2
Heinold	239	90	17.2	31.1	235	90	24.3	24.4	236	90	34.3	40.0
Hoffman	253	2	54.2	100.0	252	2	61.9	50.0	252	2	69.8	100.0
Hyde Park	171	63	36.8	47.6	171	63	53.8	57.1	171	63	40.4	50.8
Kilgour	157	191	52.9	85.3	156	191	66.0	84.3	156	191	66.7	89.5
Kirby Road	194	177	25.8	32.2	193	177	33.2	37.3	196	177	33.2	49.7
Linwood	130	127	48.5	42.5	130	128	52.3	58.6	130	128	45.4	64.1
Losantiville	196	64	42.9	67.2	196	64	52.6	67.2	196	64	47.4	79.7
McKinley	16	176	18.8	31.8	16	176	37.5	34.7	16	176	43.8	39.8
Midway	194	270	35.1	65.9	193	270	51.8	77.4	194	270	42.3	74.8

Table 3. California Achievement Tests, Percent of Students At and Above National Norm By School, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Elementary												
Millvale	212	9	27.8	22.2	211	9	30.3	22.2	209	9	43.5	44.4
Mt. Airy	363	205	36.6	46.3	358	205	41.1	52.2	362	205	42.0	53.2
Mt. Washington	126	338	34.9	67.5	127	338	47.2	71.6	127	338	41.7	67.5
N. Avondale	205	220	63.4	86.4	203	219	60.6	86.8	204	220	61.3	83.6
N. Fairmount	321	66	18.7	43.9	320	66	23.8	47.0	319	66	18.8	45.5
Oyler	144	175	19.4	24.0	146	174	27.4	28.2	145	175	28.3	40.0
Parham	323	37	30.3	29.7	323	37	34.4	21.6	322	37	35.1	40.5
Pleasant Hill	429	137	34.5	61.3	431	137	38.1	64.2	429	137	37.8	70.1
Pleasant Ridge	329	131	34.0	65.6	329	131	38.0	67.2	328	132	33.5	67.4
Quebec Hgts.	257	244	37.7	52.5	255	244	49.8	65.2	256	244	55.9	75.4
Roberts	287	374	24.4	42.8	286	372	30.4	43.8	285	370	31.9	54.9
Rockdale	417	15	23.5	26.7	416	13	26.9	38.5	415	13	29.9	30.8
Roll Hill	215	150	38.1	39.3	215	150	42.8	43.3	215	150	38.1	38.7
Roosevelt	181	157	8.3	22.3	182	159	9.3	24.5	181	159	14.4	26.4
Roselawn/Condon	396	166	52.3	72.9	395	166	60.5	78.9	396	165	56.6	80.6
Rothenberg	315	30	16.8	20.0	315	30	21.3	20.0	315	30	24.4	36.7
Sands	245	308	49.0	92.9	245	308	53.1	90.6	244	308	53.7	91.6
Sayler Park	40	392	22.5	45.7	40	391	32.5	57.3	40	391	40.0	60.9
Schiel-Pri./ Arts Enrich.	166	118	45.8	80.5	166	118	57.2	83.9	166	118	47.0	83.9
Silverton	366	50	42.1	62.0	366	50	50.0	62.0	367	50	50.1	78.0
S. Avondale	281	1	23.1	—	281	1	30.6	—	281	1	32.0	—
Swifton	206	49	44.2	49.0	206	48	55.3	41.7	206	48	55.3	58.3
Taft Elem.	320	5	33.4	60.0	321	5	39.3	60.0	319	5	40.4	60.0
Vine	202	22	33.7	40.9	203	22	41.4	40.9	203	22	44.3	36.4
Washburn	245	113	41.2	50.4	247	114	57.5	57.0	247	114	54.7	57.0
Washington Pk.	159	154	16.4	20.1	158	157	22.8	24.8	160	156	23.8	32.1
Westwood	136	422	25.7	54.0	135	423	31.9	59.1	134	424	27.6	61.8
Whittier	214	222	22.0	31.5	212	222	24.5	34.7	210	222	31.4	48.2
Windsor	262	9	33.6	66.7	261	9	35.2	66.7	262	9	42.0	55.6
Winton Place	282	15	30.5	26.7	282	15	35.1	26.7	282	15	44.0	73.3
Woodford	162	126	60.5	90.5	162	126	68.5	88.9	162	126	68.5	95.2

Table 3. California Achievement Tests, Percent of Students At and Above National Norm By School, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of* Pupils Tested		% At & Above Nat'l. Norm	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Junior/Middle												
Bloom	210	61	10.5	26.2	208	60	11.5	31.7	210	60	17.6	23.3
Crest Hills	246	33	11.4	15.2	248	33	21.4	30.3	247	30	11.7	33.3
Dater	213	337	15.0	40.4	212	331	21.2	43.8	212	338	14.2	36.7
Gamble	251	149	10.4	38.3	248	150	12.9	30.7	248	151	12.1	26.5
Merry	336	16	6.8	12.5	335	16	10.7	12.5	330	16	6.4	6.3
Peoples	315	99	20.3	28.3	313	103	17.9	29.1	313	101	12.8	22.8
Porter	197	121	7.1	16.5	195	134	12.3	16.4	199	123	3.0	9.8
Schwab	324	135	16.7	26.7	329	142	17.0	24.6	332	139	8.7	15.1
Shroder	343	167	30.9	44.9	346	169	33.5	46.7	343	168	32.1	45.8
Senior												
Aiken	154	43	23.4	32.6	149	40	18.8	25.0	147	41	15.6	26.8
CAPE	303	163	16.2	29.4	301	164	15.3	30.5	295	158	11.9	21.5
Hughes Center	195	88	42.1	64.8	196	89	24.0	57.3	196	89	18.4	51.7
Peter H. Clark Academy	52	13	7.7	15.4	46	12	10.9	25.0	49	13	6.1	15.4
SCPA	435	343	46.9	89.2	432	342	51.6	88.0	435	343	44.1	83.7
Taft	91	36	15.4	27.8	90	37	12.2	27.0	86	37	20.9	35.1
Walnut Hills	478	796	84.1	95.2	470	796	84.3	95.4	475	794	76.6	93.2
Western Hills	149	170	19.5	63.5	145	174	17.9	58.0	138	176	23.2	58.0
Withrow	216	58	39.4	50.0	206	70	30.1	34.3	175	60	25.7	41.7
Woodward/Camas	287	59	28.9	40.7	291	57	22.3	33.3	261	50	31.0	44.0

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Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Elementary												
Anderson Pl.	273	244	34.4	43.4	276	246	36.6	48.4	272	243	37.1	41.6
Bond Hill	187	175	20.9	31.4	186	175	25.3	36.6	186	175	36.6	32.6
Bramble	119	136	42.0	50.0	119	136	49.6	61.0	119	136	47.1	50.7
Burton	216	227	24.5	30.8	216	228	27.3	42.5	215	228	33.0	40.8
CAPE Elem.	242	175	35.5	44.6	243	174	47.7	58.0	243	175	58.0	58.3
Carson	144	130	46.5	55.4	145	127	46.9	65.4	144	130	52.1	65.4
Carthage	148	123	48.6	44.7	147	121	54.4	47.9	147	121	66.7	56.2
CBA/AWL/Sawyer	395	450	54.7	58.0	392	449	58.2	66.6	431	478	52.2	52.3
C. Fairmount	277	241	27.4	34.9	276	240	35.1	45.0	277	241	40.8	48.5
Chase	355	371	14.6	26.1	352	371	15.3	39.9	347	371	17.6	27.0
Cheviot	139	141	39.6	51.1	139	141	43.2	62.4	139	141	48.9	61.7
Clifton	194	276	40.2	48.2	195	276	45.1	54.0	225	299	55.1	51.5
College Hill	184	197	60.3	57.9	184	197	63.0	65.5	183	197	67.8	70.1
Covedale	243	241	63.0	65.6	242	241	66.5	71.0	243	240	66.7	67.9
Douglass	275	212	24.0	29.7	263	213	27.4	28.6	265	213	26.0	28.2
Eastern Hills	290	302	26.9	28.5	290	301	24.1	32.2	292	302	25.0	31.1
Eastwood	132	113	59.8	64.6	132	113	64.4	71.7	132	113	66.7	69.9
Fairview	231	253	72.3	74.7	230	253	81.3	81.0	231	253	80.5	73.1
Hartwell	180	217	43.3	52.1	180	217	47.8	57.1	179	215	54.7	59.1
Hays	182	154	18.1	17.5	181	154	16.0	27.9	182	154	37.4	39.6
Heberle	300	280	24.7	25.7	301	280	25.9	36.1	296	279	35.1	33.7
Heinold	156	173	14.7	26.6	153	172	18.3	29.7	154	172	30.5	40.7
Hoffman	135	120	52.6	56.7	135	119	57.8	66.4	134	120	67.9	72.5
Hyde Park	121	113	28.9	51.3	121	113	40.5	69.9	121	113	33.1	54.0
Kilgour	170	178	64.7	76.4	169	178	65.7	86.0	169	178	72.8	85.4
Kirby Road	185	186	27.6	30.1	185	185	31.4	38.9	186	187	42.5	39.6
Linwood	118	139	39.0	51.1	119	139	48.7	61.2	119	139	55.5	54.0
Losantiville	140	120	47.1	50.8	140	120	51.4	61.7	140	120	54.3	56.7
McKinley	109	83	29.4	32.5	109	83	29.4	42.2	109	83	42.2	37.3
Midway	227	237	52.0	54.0	227	236	63.4	69.9	227	237	60.8	61.6

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupil Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Elementary												
Millvale	111	110	24.3	30.9	111	109	26.1	33.9	108	110	45.4	41.8
Mt. Airy	291	277	35.4	45.1	289	274	38.4	52.2	291	276	44.0	48.2
Mt. Washington	202	262	57.4	59.5	202	263	58.4	70.0	202	263	63.9	57.8
N. Avondale	204	221	75.0	75.6	203	219	72.4	75.8	204	220	72.1	73.6
N. Fairmount	190	197	23.2	22.8	189	197	25.9	29.4	189	196	26.5	20.4
Oyler	156	163	21.8	22.1	157	163	25.5	30.1	159	161	32.7	36.6
Parham	191	169	26.2	34.9	191	169	29.8	36.7	190	169	31.1	40.8
Pleasant Hill	286	280	36.4	45.7	287	281	39.0	49.8	286	280	43.4	47.9
Pleasant Ridge	222	238	36.0	49.6	222	238	38.3	53.8	222	238	37.4	48.7
Quebec Hgts.	252	249	45.6	44.2	252	247	54.4	60.3	252	248	67.1	63.7
Roberts	293	368	34.1	35.3	294	364	32.0	42.9	293	362	42.3	47.0
Rockdale	240	192	21.3	26.6	238	191	21.8	34.0	237	191	24.1	37.2
Roll Hill	168	197	38.7	38.6	169	196	37.3	48.0	168	197	37.5	39.1
Roosevelt	176	162	14.8	14.8	178	163	14.6	18.4	177	163	18.1	22.1
Roselawn/Condon	281	281	59.4	57.3	281	280	61.2	70.7	280	281	65.7	61.6
Rothenberg	161	184	14.9	19.0	162	183	20.4	21.9	162	183	22.2	28.4
Sands	264	289	70.5	76.1	264	289	68.9	78.5	263	289	73.4	76.1
Sayler Park	230	202	40.4	47.0	229	202	50.2	60.4	229	202	57.2	60.9
Schiel-Pri./ Arts Enrich.	123	161	55.3	64.0	123	161	62.6	72.7	123	161	56.1	67.1
Silverton	219	197	39.7	49.7	219	197	44.7	58.9	219	198	51.1	56.1
S. Avondale	134	148	17.2	28.4	134	148	26.9	33.8	134	148	30.6	33.1
Swifton	129	126	36.4	54.0	129	125	41.9	64.0	129	125	54.3	57.6
Taft Elem.	175	150	32.0	36.0	176	150	35.8	44.0	174	150	42.5	38.7
Vine	123	101	34.1	34.7	124	101	37.1	46.5	124	101	41.9	45.5
Washburn	172	186	43.0	45.2	174	187	55.2	59.4	175	186	60.0	51.1
Washington Pk.	147	166	15.0	21.1	147	168	22.4	25.0	148	168	26.4	29.2
Westwood	292	266	44.5	50.0	291	267	48.8	56.6	290	268	54.8	52.2
Whittier	228	208	27.6	26.0	227	207	29.5	30.0	224	208	43.3	36.5
Windsor	139	132	31.7	37.9	138	132	29.7	43.2	139	132	43.9	40.9
Winton Place	151	146	24.5	36.3	152	145	23.0	46.9	151	146	39.7	51.4
Woodford	148	140	68.9	78.6	148	140	75.0	80.0	148	140	77.7	82.9

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Junior/Middle												
Bloom	139	132	14.4	13.6	137	131	16.1	16.0	139	131	20.9	16.8
Crest Hills	145	134	11.7	11.9	147	134	16.3	29.1	147	130	12.2	16.2
Dater	271	279	31.0	30.1	271	272	29.5	40.4	275	275	25.1	30.9
Gamble	197	203	18.8	22.7	199	199	13.1	26.1	200	199	14.0	21.1
Merry	178	174	5.1	9.2	178	173	6.7	15.0	171	175	4.7	8.0
Peoples	225	189	21.3	23.3	225	191	17.8	24.1	221	193	15.4	15.0
Porter	134	184	11.9	9.8	140	189	14.3	13.8	137	185	7.3	4.3
Schwab	214	245	21.5	18.0	226	245	16.4	22.0	225	246	9.3	11.8
Shroder	244	266	35.7	35.3	245	270	28.6	46.3	244	267	31.6	41.2
Senior												
Aiken	102	95	20.6	30.5	94	95	14.9	25.3	94	94	19.1	17.0
CAPE	277	189	23.1	17.5	275	190	20.7	20.5	266	187	17.7	11.8
Hughes Center	109	174	49.5	48.9	109	176	33.0	35.2	111	174	30.6	27.6
Peter H. Clark Academy	30	35	13.3	5.7	24	34	8.3	17.6	28	34	7.1	8.8
SCPA	291	487	64.3	66.3	288	486	60.8	71.8	290	488	60.0	62.5
Taft	64	63	23.4	14.3	63	64	19.0	14.1	64	59	25.0	25.4
Walnut Hills	584	690	90.9	91.2	579	687	87.0	94.8	582	687	86.6	87.3
Western Hills	149	170	41.6	44.1	151	168	33.1	45.8	147	167	41.5	43.7
Withrow	125	149	44.0	39.6	122	154	26.2	35.1	103	132	34.0	26.5
Woodward/Camas	182	164	36.8	24.4	186	162	23.1	25.3	165	146	36.4	29.5

PRE/7/22/91/R

ADDENDUM
NORMAL CURVE EQUIVALENT ANALYSIS

NORMAL CURVE EQUIVALENT ANALYSIS

Background

The use of percent at and above norm to describe racial differences in achievement tends to exaggerate the size of the differences between races because of the nature of the statistic. The percent at and above figures describe the proportions of students on either side of a national norm, but they do not describe how far apart the two distributions are on a more definitive yardstick. The NCE provides a more accurate measure of the size of the achievement differences by race.

Average NCE Scores

In grades 1-8 and 10 white students scored 11.1 NCEs higher in reading than black students (52.9 NCEs vs. 41.8 NCEs), 10.6 NCEs higher in language (55.3 NCEs vs. 44.7 NCEs) and 12.1 NCEs higher in mathematics (56.1 NCEs vs. 44.0 NCEs) (see Table 5). Across the three content areas the differences were smallest in the primary grades and largest in grade 10. To put these differences in some perspective, keep in mind that 11 NCEs equal one stanine. Across all grade levels and in each of the three content areas the average scores of white students are about one stanine higher than the average scores of black students. Only in grade 10 does the difference widen to about 1.5 stanines.

There is extensive literature on racial differences in performance on both achievement and aptitude tests. In general, these studies report a one standard deviation difference between the performance of black and white students on a variety of tests. The standard deviation on the normal curve equivalent scale is 21.07 NCEs. Using this as a yardstick the local black/white differences are approximately half of those reported in other localities.

In grades 1-8 and 10 female students scored 3.1 NCEs higher in reading (47.5 NCEs vs. 44.4 NCEs), 5.6 NCEs higher in language (51.4 NCEs vs. 45.8 NCEs), and 1.7 NCEs higher in mathematics (49.4 NCEs vs. 47.7 NCEs) (see Table 6). In reading females outscored males by 3.6 NCEs in the elementary grades and by 1.7 NCEs in both the middle school grades and in grade 10. In language female students outscored male students by 5.5 NCEs in the elementary grades, by 6.4 NCEs in the middle school grades and by 3.8 NCEs at grade 10. In mathematics female students outscored male students by 1.6 NCEs in the elementary grades, by 3.1 NCEs in the middle school grades and by only 0.4 NCEs at grade 10.

The school-by-school differences in achievement by race, expressed as average NCE scores, are given in Table 7. Average black scores were higher than average white scores across the three content areas in five to eight elementary schools across the three content areas. In the middle and senior high schools black average scores were higher than white scores in only one of the 57 comparisons.

The school-by-school differences by gender expressed as average NCE scores are given in Table 8. Male students showed higher average scores than female students in only one of 61 comparisons in the elementary schools on the language test and two of of 61 comparisons on the reading test. Male performance was somewhat better on the mathematics test where they averaged higher scores in 14 of the 61 schools. In the middle school grades, female students showed higher average scores in 26 of the 27 comparisons across the three content areas. At grade 10 female students showed higher average performance in nine of the ten schools on the language test and six of the ten schools on the reading test. In contrast, male students showed higher average scores in six of the ten comparisons on the mathematics test.

PR&E/7/24/91

Table 5. Average NCE, By Grade, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	# Pupils Tested		Avg. NCE		# Pupils Tested		Avg. NCE		# Pupils Tested		Avg. NCE	
Grade	B	W	B	W	B	W	B	W	B	W	B	W
1	2863	1768	43.7	51.9	—	—	—**	—	2858	1787	48.7	61.6
2	2608	1509	43.5	52.4	2606	1509	47.4	57.6	2606	1520	47.9	59.5
3	2517	1498	44.5	53.5	2504	1497	50.0	59.7	2507	1507	46.8	57.6
4	2396	1440	42.2	53.3	2390	1439	45.6	55.6	2393	1456	44.6	55.3
5	2331	1343	41.0	52.0	2325	1340	44.0	55.0	2328	1361	43.0	54.4
6	2295	1323	38.9	50.8	2287	1325	43.5	53.0	2284	1332	42.9	54.9
Total 1-6	15010	8881	**42.4**	**52.3**	12112	7110	**46.2**	**56.3**	14976	8963	**45.8**	**57.5**
7	2097	1225	38.8	51.3	2079	1224	41.8	52.5	2076	1229	38.6	50.0
8	1794	1115	40.2	54.0	1801	1133	40.4	51.2	1809	1134	37.2	50.3
Total 7-8	3891	2340	**39.4**	**52.6**	3880	2357	**41.1**	**51.9**	3885	2363	**38.0**	**50.2**
Total 10	1221	766	**42.1**	**60.4**	1195	777	**40.8**	**57.0**	1123	765	**40.1**	**58.4**
Total 1-8 & 10	20122	11987	**41.8**	**52.9**	17187	10244	**44.7**	**55.3**	19984	12091	**44.0**	**56.1**

**Language Expression is the only language test offered at grade 1; not included in system totals.

PRE/7/16/91

Table 6. Average NCE, By Grade, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	# Pupils Tested		Avg. NCE		# Pupils Tested		Avg. NCE		# Pupils Tested		Avg. NCE	
Grade	M	F	M	F	M	F	M	F	M	F	M	F
1	2400	2231	43.7	50.2	—	—	—**	—	2411	2234	52.8	54.6
2	2043	2074	44.1	49.3	2042	2073	48.1	54.0	2044	2082	51.6	52.9
3	2018	1997	46.5	49.2	2010	1991	51.4	55.9	2017	1997	50.5	51.2
4	1941	1895	44.8	48.0	1939	1890	46.2	52.5	1947	1902	47.4	49.9
5	1796	1878	44.3	45.6	1789	1876	45.6	50.3	1800	1889	46.7	47.6
6	1743	1875	42.0	44.4	1740	1872	43.6	50.1	1740	1876	45.6	49.0
Total 1-6	11941	11950	**44.3**	**47.9**	9520	9702	**47.1**	**52.6**	11959	11980	**49.4**	**51.0**
7	1624	1698	42.4	44.3	1616	1687	42.3	49.1	1612	1693	41.1	44.5
8	1377	1532	44.7	46.2	1400	1534	41.5	47.3	1405	1538	40.9	43.6
Total 7-8	3001	3230	**43.5**	**45.2**	3016	3221	**41.9**	**48.3**	3017	3231	**41.0**	**44.1**
Total 10	954	1033	**48.3**	**50.0**	937	1035	**45.2**	**49.0**	901	987	47.3	47.7
Total 1-8 & 10	15896	16213	**44.4**	**47.5**	13473	13958	**45.8**	**51.4**	15877	16198	**47.7**	**49.4**

**Language Expression is the only language test offered at grade 1; not included in system totals.

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Table 7. California Achievement Tests, Average NCE, By School, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		Average NCE		Number of* Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Elementary												
Anderson Pl.	336	181	41.7	51.3	288	152	46.9	57.1	334	181	42.5	54.0
Bond Hill	344	18	40.1	48.4	297	15	41.5	45.8	343	18	42.8	48.9
Bramble	193	62	48.7	50.4	161	53	52.7	53.7	193	62	48.0	55.2
Burton	435	8	39.7	61.8	358	8	44.4	64.3	435	8	43.7	63.0
CAPE Elem.	286	131	44.3	48.9	232	110	49.6	55.4	287	131	51.7	55.7
Carson	91	183	48.7	52.0	50	156	48.3	54.8	90	184	52.9	56.8
Carthage	183	88	43.8	52.0	135	65	51.6	60.6	180	88	54.2	62.1
CBA/AWL/Sawyer	505	340	47.8	61.3	446	304	51.3	63.3	504	405	47.1	58.2
C. Fairmount	257	261	39.8	43.6	219	206	44.8	48.9	257	261	43.9	48.7
Chase	453	273	34.9	42.0	452	271	38.4	44.6	448	270	35.8	42.3
Cheviot	140	140	40.6	55.0	103	102	44.5	58.8	140	140	44.1	60.7
Clifton	302	168	42.2	55.2	252	144	46.0	59.3	308	216	46.8	59.0
College Hill	227	154	50.9	59.2	181	117	52.5	62.5	227	153	55.0	67.4
Covedale	134	350	48.2	59.4	123	298	52.9	63.0	134	349	47.3	63.6
Douglass	391	96	38.5	37.7	303	83	39.9	43.3	383	95	37.5	45.3
Eastern Hills	376	216	38.1	45.6	335	198	39.2	45.5	377	217	37.7	45.2
Eastwood	154	91	52.1	60.7	132	71	55.0	62.1	154	91	53.8	66.6
Fairview	226	258	54.8	67.8	163	191	60.8	73.3	226	258	57.9	73.5
Hartwell	231	166	45.3	53.2	188	134	47.2	58.1	231	163	49.0	60.1
Hays	290	46	32.3	43.2	227	33	36.9	51.1	290	46	42.8	50.2
Heberle	365	215	35.7	41.6	290	171	39.0	45.4	362	213	39.3	47.1
Heinold	239	90	36.4	40.8	197	82	38.8	41.0	236	90	42.2	45.3
Hoffman	253	2	50.9	62.0	199	2	54.6	59.0	252	2	61.6	61.0
Hyde Park	171	63	46.4	50.4	150	54	50.5	53.6	171	63	47.2	51.5
Kilgour	157	191	51.3	69.3	129	151	55.4	71.0	156	191	59.9	75.6
Kirby Road	194	177	39.8	41.2	93	79	43.1	47.5	196	177	41.3	47.5
Linwood	130	127	46.3	47.6	108	104	51.0	56.2	130	128	47.3	53.6
Losantiville	196	64	46.7	56.3	162	43	52.1	60.9	196	64	49.2	62.4
McKinley	16	176	42.1	40.2	16	143	44.8	41.4	16	176	47.1	45.7
Midway	194	270	43.8	56.0	153	216	50.7	66.7	194	270	46.7	61.6

Table 7. California Achievement Tests, Average NCE, By School, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		Average NCE		Number of* Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Elementary												
Millvale	212	9	39.0	26.9	124	5	43.7	42.2	209	9	47.3	37.7
Mt. Airy	363	205	43.4	47.3	268	154	46.4	54.2	362	205	45.6	51.9
Mt. Washington	126	338	43.1	55.5	103	266	49.0	61.2	127	338	43.1	58.9
N. Avondale	205	220	54.7	70.1	164	178	55.1	69.7	204	220	55.4	72.3
N. Fairmount	321	66	36.0	41.9	252	47	39.3	50.8	319	66	34.5	44.2
Oyler	144	175	36.8	35.8	115	137	36.6	37.8	145	175	39.2	45.0
Parham	323	37	40.7	37.2	271	28	43.0	39.5	322	37	42.3	43.6
Pleasant Hill	429	137	42.2	56.7	361	111	44.9	57.9	429	137	44.8	60.0
Pleasant Ridge	329	131	43.5	57.9	264	101	45.7	62.0	328	132	41.0	58.9
Quebec Hgts.	257	244	44.5	50.7	214	206	50.5	57.3	256	244	54.0	65.0
Roberts	287	374	38.9	46.0	247	309	41.3	47.2	285	370	43.9	51.9
Rockdale	417	15	38.9	44.6	345	11	40.6	46.5	415	13	40.8	42.7
Roll Hill	215	150	42.9	43.5	173	127	47.1	45.6	215	150	42.5	44.3
Roosevelt	181	157	31.5	34.9	169	125	33.8	40.3	181	159	34.2	38.5
Roselawn/Condon	396	166	50.8	62.9	367	152	56.5	68.8	396	165	52.1	65.7
Rothenberg	315	30	31.9	34.4	234	24	36.1	33.4	315	30	35.7	39.6
Sands	245	308	49.0	75.1	197	245	51.7	72.5	244	308	51.1	76.8
Sayler Park	40	392	37.6	48.9	34	312	45.4	53.9	40	391	43.6	55.9
Schiel-Pri./ Arts Enrich.	166	118	48.9	64.8	111	73	54.6	72.6	166	118	47.5	69.0
Silverton	366	50	46.5	54.6	324	41	48.8	57.7	367	50	50.6	63.1
S. Avondale	281	1	37.7	32.0	227	1	43.4	37.0	281	1	42.0	41.0
Swifton	206	49	46.3	46.7	158	35	51.7	50.1	206	48	51.7	55.4
Taft Elem.	320	5	42.3	47.6	249	3	48.3	63.3	319	5	45.7	49.4
Vine	202	22	40.8	45.4	166	17	45.6	47.7	203	22	46.9	46.4
Washburn	245	113	47.8	48.4	199	95	55.7	54.9	247	114	54.7	55.9
Washington Pk.	159	154	34.4	36.0	132	126	36.5	37.2	160	156	38.6	42.9
Westwood	136	422	36.2	51.1	111	343	41.7	55.9	134	424	38.9	55.2
Whittier	214	222	36.8	40.4	171	170	37.8	42.0	210	222	40.8	48.5
Windsor	262	9	41.7	56.8	215	7	44.3	48.4	262	9	46.9	55.8
Winton Place	282	15	39.5	38.7	160	10	46.8	48.5	282	15	46.7	60.3
Woodford	162	126	54.7	73.9	108	76	60.6	79.4	162	126	61.2	81.1

Table 7. California Achievement Tests, Average NCE, By School, By Race, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
Junior/Middle												
Bloom	210	61	32.5	40.2	208	60	33.4	39.9	210	60	34.0	39.5
Crest Hills	246	33	33.4	37.0	248	33	38.5	40.3	247	30	33.6	43.4
Dater	213	337	37.0	45.2	212	331	39.5	46.4	212	338	35.5	43.6
Gamble	251	149	33.3	44.1	248	150	34.9	42.2	248	151	34.9	40.3
Merry	336	16	30.7	32.0	335	16	33.2	35.8	330	16	30.2	32.4
Peoples	315	99	36.9	42.0	313	103	36.6	39.3	313	101	34.6	37.4
Porter	197	121	30.5	34.1	195	134	34.9	34.9	199	123	28.5	32.1
Schwab	324	135	35.0	41.0	329	142	36.4	40.3	332	139	31.0	36.2
Shroder	343	167	43.2	49.2	346	169	44.0	48.2	343	168	43.3	48.7
Senior												
Aiken	154	43	36.7	44.8	149	40	36.9	41.4	147	41	34.1	39.4
CAPE	303	163	35.4	41.9	301	164	37.0	42.2	295	158	34.1	38.5
Hughes Center	195	88	46.0	54.6	196	89	41.5	50.5	196	89	39.8	49.8
Peter H. Clark Acad.	52	13	30.8	40.0	46	12	33.2	41.0	49	13	30.0	36.4
SCPA	435	343	49.1	68.8	432	342	51.2	67.5	435	343	48.8	67.5
Taft	91	36	33.4	37.6	90	37	33.4	40.1	86	37	34.2	39.8
Walnut Hills	478	796	61.0	73.7	470	796	61.0	71.6	475	794	60.0	73.2
Western Hills	149	170	39.0	55.2	145	174	39.5	54.7	138	176	38.5	53.3
Withrow	216	58	43.5	46.5	206	70	42.9	42.7	175	60	40.4	45.0
Woodward/Camas	287	59	40.7	45.0	291	57	40.4	44.3	261	50	41.0	46.4

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*First grade Language Expression not included in school totals.

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Table 8. California Achievement Tests, Average NCE, By School, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		Average NCE		Number of* Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Elementary												
Anderson Place	273	244	43.6	46.8	227	213	47.1	53.9	272	243	45.7	47.5
Bond Hill	187	175	39.2	41.9	152	160	39.4	44.0	186	175	43.6	42.5
Bramble	119	136	48.0	50.1	97	117	50.1	55.3	119	136	49.6	49.9
Burton	216	227	37.3	42.8	175	191	41.0	48.4	215	228	42.0	46.0
CAPE Elem.	242	175	44.8	47.0	198	144	50.6	52.7	243	175	52.8	53.2
Carson	144	130	48.7	53.2	117	89	50.4	56.9	144	130	52.5	58.8
Carthage	148	123	47.7	45.0	109	91	55.8	53.0	147	121	59.9	53.1
CBA/AWL/Sawyer	395	450	52.3	54.0	346	404	53.5	58.4	431	478	51.6	52.5
C. Fairmount	277	241	40.3	43.4	219	206	45.2	48.6	277	241	45.1	47.8
Chase	355	371	34.8	40.3	352	371	35.4	45.7	347	371	35.3	41.1
Cheviot	139	141	44.2	51.4	102	103	49.0	54.3	139	141	50.3	54.5
Clifton	194	276	44.7	48.3	167	229	47.2	53.5	225	299	52.4	51.4
College Hill	184	197	54.0	54.4	140	158	55.3	57.4	183	197	59.6	60.4
Covedale	243	241	55.8	56.9	210	211	57.8	62.3	243	240	58.7	59.4
Douglass	275	212	37.3	39.5	213	173	40.5	40.8	265	213	38.6	39.1
Eastern Hills	290	302	40.3	41.4	259	274	38.7	44.2	292	302	39.2	41.7
Eastwood	132	113	53.1	57.8	114	89	55.2	60.4	132	113	57.3	60.1
Fairview	231	253	61.5	62.0	164	190	67.5	67.6	231	253	68.4	64.3
Hartwell	180	217	47.1	49.8	144	178	48.0	54.8	179	215	52.4	54.6
Hays	182	154	33.0	34.7	138	122	36.3	41.4	182	154	43.5	44.1
Heberle	300	280	36.5	39.3	237	224	37.9	45.1	296	279	40.8	43.7
Heinold	156	173	34.4	40.5	132	147	34.9	43.6	154	172	39.7	46.0
Hoffman	135	120	49.7	52.5	104	97	52.3	57.3	134	120	59.9	63.5
Hyde Park	121	113	42.6	52.7	110	94	45.6	58.1	121	113	45.0	51.9
Kilgour	170	178	57.3	64.8	133	147	58.9	68.3	169	178	66.2	70.7
Kirby Road	185	186	39.0	41.9	84	88	44.3	45.9	186	187	44.9	43.6
Linwood	118	139	44.3	49.2	93	119	52.2	54.6	119	139	49.7	51.1
Losantiville	140	120	49.5	48.6	107	98	53.2	54.7	140	120	52.4	52.5
McKinley	109	83	39.0	42.2	91	68	39.8	44.3	109	83	45.4	46.4
Midway	227	237	50.1	51.7	180	189	58.0	62.0	227	237	55.7	55.0

Table 8. California Achievement Tests, Average NCE, By School, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		Average NCE		Number of* Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Elementary												
Millvale	111	110	38.1	38.9	67	62	41.0	46.6	108	110	48.4	45.4
Mt. Airy	291	277	42.0	47.8	212	210	44.8	53.8	291	276	46.9	49.0
Mt. Washington	202	262	51.0	53.0	158	211	55.5	59.5	202	263	54.4	54.8
N. Avondale	204	221	61.1	64.0	162	180	60.4	64.8	204	220	64.3	64.0
N. Fairmount	190	197	35.8	38.2	147	152	39.4	42.7	189	196	37.5	35.0
Oyler	156	163	35.8	36.7	119	133	35.1	39.2	159	161	41.7	43.0
Parham	191	169	37.0	44.0	161	138	40.9	44.7	190	169	40.1	45.2
Pleasant Hill	286	280	42.8	48.7	233	239	43.7	52.1	286	280	47.2	49.7
Pleasant Ridge	222	238	45.3	49.7	176	189	46.6	53.6	222	238	43.5	48.6
Quebec Hgts.	252	249	47.4	47.5	208	212	52.1	55.5	252	248	60.1	58.6
Roberts	293	368	42.0	43.6	248	308	41.7	46.9	293	362	47.3	49.3
Rockdale	240	192	38.0	40.3	201	155	38.4	43.9	237	191	38.9	43.2
Roll Hill	168	197	41.3	44.7	134	166	44.9	47.8	168	197	41.8	44.4
Roosevelt	176	162	32.1	34.1	154	140	35.0	38.3	177	163	34.4	38.3
Roselawn/Condon	281	281	53.8	54.9	253	266	59.2	61.0	280	281	57.1	55.1
Rothenberg	161	184	29.8	34.2	124	134	33.3	38.2	162	183	34.5	37.3
Sands	264	289	62.7	64.2	213	229	61.1	65.2	263	289	65.3	65.6
Sayler Park	230	202	45.4	50.7	179	167	49.5	56.9	229	202	54.5	55.0
Schiel-Pri./ Arts Enrich.	123	161	51.4	58.7	77	107	59.7	63.2	123	161	55.0	57.5
Silverton	219	197	44.3	51.1	190	175	45.2	54.8	219	198	51.4	53.0
S. Avondale	134	148	35.7	39.4	111	117	40.3	46.4	134	148	41.7	42.2
Swifton	129	126	42.6	50.3	95	98	46.6	56.0	129	125	51.1	53.8
Taft Elem.	175	150	41.3	43.6	135	117	45.7	51.7	174	150	45.3	46.3
Vine	123	101	39.7	43.2	101	82	43.6	48.6	124	101	46.0	48.0
Washburn	172	186	47.8	48.2	141	153	54.0	56.9	175	186	55.8	54.5
Washington Pk.	147	166	32.4	37.7	118	140	33.6	39.6	148	168	40.1	41.3
Westwood	292	266	45.5	49.6	241	213	49.6	55.6	290	268	51.8	50.8
Whittier	228	208	38.6	38.6	176	165	39.3	40.5	224	208	44.6	45.0
Windsor	139	132	40.4	44.1	116	106	42.0	47.0	139	132	47.9	46.3
Winton Place	151	146	34.3	44.8	81	89	40.8	52.5	151	146	43.6	51.3
Woodford	148	140	60.5	65.8	99	85	67.2	69.7	148	140	69.4	70.5

Table 8. California Achievement Tests, Average NCE, By School, By Gender, Spring, 1991, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE		Number of Pupils Tested		Average NCE	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Junior/Middle												
Bloom	139	132	34.3	34.3	137	131	33.9	36.0	139	131	34.4	36.1
Crest Hills	145	134	33.4	34.3	147	134	35.4	42.2	147	130	32.9	36.6
Dater	271	279	41.3	42.7	271	272	40.7	46.6	275	275	39.2	41.7
Gamble	197	203	36.2	38.3	199	199	34.2	41.1	200	199	35.6	38.3
Merry	178	174	28.8	32.6	178	173	29.4	37.3	171	175	28.5	32.2
Peoples	225	189	37.4	39.0	225	191	34.4	40.6	221	193	34.8	35.8
Porter	134	184	31.8	31.9	140	189	32.2	36.9	137	185	28.7	30.8
Schwab	214	245	37.5	36.2	226	245	35.9	39.1	225	246	32.0	33.0
Shroder	244	266	45.2	45.2	245	270	42.5	48.0	244	267	43.3	46.7
Senior												
Aiken	102	95	36.3	40.8	94	95	34.8	40.9	94	94	33.6	36.9
CAPE	277	189	37.4	38.1	275	190	37.4	40.9	266	187	35.7	35.5
Hughes Center	109	174	49.8	48.0	109	176	43.0	45.1	111	174	43.5	42.6
Peter H. Clark Acad.	30	35	32.6	32.7	24	34	33.6	35.7	28	34	30.9	31.7
SCPA	291	487	56.5	58.5	288	486	55.0	60.4	290	488	55.5	57.9
Taft	64	63	34.9	34.3	63	64	36.2	34.5	64	59	37.5	34.1
Walnut Hills	584	690	69.6	68.4	579	687	65.7	69.3	582	687	68.7	67.9
Western Hills	149	170	46.9	48.3	151	168	44.1	51.2	147	167	45.5	48.0
Withrow	125	149	43.5	44.7	122	154	42.3	43.3	103	132	42.7	40.7
Woodward/Camas	182	164	43.3	39.4	186	162	40.4	41.7	165	146	43.7	39.8

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*First grade Language Expression not included in school totals.

PRE/7/16/91

G-103

CINCINNATI PUBLIC SCHOOLS
Claude V. Courter
Education Center
230 East Ninth Street Cincinnati, Ohio 45202

November 21, 1991

Mr. John West, Esquire
West, Cutcher & Gilday
Attorneys at Law
2810 Burnet Avenue
Cincinnati, OH 45219

Dear John:

Re: Revision of Goals

John Concannon, Jerry Moore, and I have modified the goals of the Coalition of Innovative Schools to reflect the changes in the improvement strategies of the program and to reflect the extension of the program's operation through 1992 - 93. Please review and communicate your expert advice to me—369-4985.

The goals are also being sent to the principals with instructions to communicate with their staffs and parents. After any necessary modifications, the goals will be printed and posted in each classroom in the Coalition of Innovative Schools. The goals will also be sent home with all of our students.

Sincerely,

Jennifer Cottingham

Jennifer B. Cottingham, Director
Coalition of Innovative Schools

JC/elm

Attachment

c: John Concannon
Robert Evans
Cecil Good
Jack Lewis
Jerry Moore

Telephone (513) 369-4000

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
COALITION OF INNOVATIVE SCHOOLS
230 East Ninth Street
Cincinnati, Ohio 45202

GOALS

The goals of the Coalition of Innovative Schools have been modified to reflect the changes in the improvement strategies of the program and to reflect the extension of the program's operation through 1992 - 93.

I. Schools will demonstrate improvement in the instructional and social services it provides students.

1. Additional staff beyond the normal district allocation shall be provided at each school.

2. The school Impact Team shall meet at least three times each month to plan for student academic and social improvement. A school-wide assessment of student academic and social needs shall be completed at the beginning of each year.

3. The average class size throughout the program shall remain below the district average.

4. Teachers shall participate in inservice training each year. Such inservice shall include topics addressing at-risk students.

5. Students targeted at each school shall be provided extended instructional time each year.

6. Parental involvement shall increase or reflect average involvement of parents throughout the system. (This will be measured using SIS items on parent survey.)

7. Counselors, school nurses, and school psychologists shall provide additional student services to at-risk children. (These services shall be documented in quarterly reports.)

8. Counselors, school nurses, and school psychologists shall make contacts with parents concerning the progress of at-risk children. (These contacts shall be documented in quarterly reports.)

II. Students shall demonstrate improvement in basic academic skills.

1. Percentage of students at or above the national norm in reading, language arts, and mathematics shall increase an average of three percentage points each year between 1990 - 91 and 1992 - 93.

2. The NCE gains in reading, language arts, and mathematics shall equal or exceed the average system gains each year for students in grades 1 - 6.

3. The average writing assessment score of students in grades 3 and 6 shall reflect improvement each year.

4. Retention rates shall decrease each year until they are no more than .5 percentage points higher than the system average by 1992 - 93.

III. Students shall demonstrate improvement in school behavior.

1. The average daily attendance shall increase each year and shall equal or exceed 92.0% by 1992 - 93.

2. The difference between the suspension rate for Coalition Schools and the system average rate shall decrease each year.

IV. Students, teachers, and parents will demonstrate positive attitudes toward school.

1. The percentage of positive responses of parents and students to selected SIS items shall increase each year or shall equal or exceed the system average.

2. The average rating of teachers' responses to selected SIS items shall increase each year or shall equal or exceed the system average.

JBC/elm
11/18/91

APPENDIX H

COMMUNITYWIDE TASK FORCE MEETING

October 1, 1990

Minutes

Members Present: Robert Brown, Zakia El-Amin, Hendrik Gideonse, Duane Holm, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney.

Also in attendance were: Dr. Robert Evans, Facilitator; Dr. Jack Lewis, Director of Alternative/Settlement Office; Mr. Lynn Goodwin, Deputy Superintendent/Treasurer; Dr. Lionel Brown, Deputy Superintendent; Jan Leslie, Levy Campaign Coordinator.

Robert Brown opened the meeting at 7:35 P.M. Board member replacing Kay Briggs, from the PTA, will be Carol Burrus.

Lynn Goodwin introduced Jan Leslie as the person who would provide an update on the levy as to what our thoughts are and what everyone can do. Jan Leslie stated that CASE (Cincinnati Active to Support Education) indicated this will be a tough campaign, more difficult than the last. A fact book has been compiled with questions and answers and information that you may need for community members. Green flyers and volunteer cards are available for anyone interested in getting involved in the campaign. The main campaign focus is to negate the negative publicity. The community is invited to visit the schools. Volunteers who have been in the schools are being asked to tell their story of the good things going on in the schools to friends, neighbors, and co-workers. A vast majority of community council and civic groups have already been contacted regarding campaign endorsement. Any additional endorsements and speakers are being pursued. A levy team in each school made up of teachers, staff, parents and community has been formed. Next week teachers are asked to contact parents in the evening and mail letters to them urging their support. Voter registration before and after school at each of our schools will be held next Monday and Tuesday. Within the next two weeks yard signs and banners will be distributed and a TV commercial will be airing in mid-October.

Robert Brown asked if there was anything we, as a group, could do that would be helpful? Jan Leslie indicated endorsement and individually speaking to the issue wherever possible would help dispel the negative attention on the district. Marian Spencer asked how many votes were needed? Since we won by only 140 votes last time, additional hard work is needed in each precinct. Nelson Schwab asked Mr. Goodwin for more details about the TV commercial and brochures in regards to the budget and where that budget was coming from. Mr. Goodwin said the campaign budget was $114,000, with the bulk directed to media. Most of the funds have been committed by the Cincinnati Business Community and the remaining is from other fundraising throughout the community. Louise Spiegel asked if the open public forum meeting on Oct. 19th had been announced. Nelson Schwab moved that the task force endorse the levy, authorize a chairman to sign one of the forms and turn it over to CASE to use as they see fit. The motion passed unanimously.

Mr. Goodwin stated all parties have endorsed the levy. The Archbishop is probably the strongest letter of endorsement received. It is believed the Enquirer and Post have both committed their endorsements. A high priority item is to seek an opinion of the local radio stations.

Guests, Jan Leslie and Lynn Goodwin left at 7:55 PM.

Robert Brown introduced himself to Lionel Brown and asked for an update on discipline. Dr. Brown indicated that when he was the Assistant Superintendent in Area III the concept of a Mobile Area Support Team (MAST) was developed to support schools having more difficulty than others. The team consists of area staff, supervisors, the associate director for pupil personnel services, content supervisors and people from plant maintenance. This team worked with the principal and staff, making observations and bringing forth recommendations. Out of that work the People's Pilot Project evolved. An impact team comprised of Visiting Teachers, Psychologists, Counselors, Speech Therapists, Health and Wellness People and anyone trained in dealing with the characteristics of children who may be at risk worked with students and parents. Significant improvement in the environment of the school was witnessed. Seventy-five out of 500 plus students were identified for the impact team to work with at Peoples. Nelson Schwab asked if Rothenberg and Hoffman were among the schools chosen to be a part of the discipline pilot since it was reported by the principal of Rothenberg that there was a definite problem at the school. Dr. Brown explained why there were no Low Achieving Schools participating in the pilot. (NOTE: Windsor has been included in this pilot project.)

Dr. Brown described the discipline plan to Marian Spencer. Each school has developed its own plan. When it gets outside the local school plan there is a mobile area impact team and mobile area support team that comes in and has consistency in how they deal with behavior outside of the local school plan. The key ingredients for the plan are to have all people involved, have a consensus of agreement and a consistency in carrying it out. Monty Whitney asked what type of measurement was used to find out if the plan was working in the various schools. Dr. Brown stated a checklist for certain things are looked for in day-to-day operations of the school that indicate the success or failure of the plan, namely, referrals, suspensions, class cuts, etc. Other intangible items are used to enhance the environment for learning. There are 23 schools involved in the discipline plan with one impact team per area servicing those schools. A resource manual is being compiled for all schools in the district which will serve the school's approach to discipline that has been found to work. Several books that speak to cooperative discipline are being purchased for the pilot schools. Tapes have been shared among schools. The district is providing a lot of inservice programs to not only have bonding of individual schools but also bonding of all schools involved in the project. The overall view of Dr. Brown's discipline plan is: empower or help to empower to do the job that they need to do for kids.

Dr. Gideonse asked how the problem would get resolved from the inconsistency of the fact that the system can't do corporal punishment and the parent can do it. Dr. Brown was not aware of any incident of this type creating a problem. There is a clear code of conduct that exists in a building and an agreement that is arrived at for carrying out that code of conduct. There are no guidelines from central office that state that if this kind of behavior happens then this must happen.

Dr. Gideonse asked what is being done to address the fact that if you are black, you are twice as likely to be caught up in the suspension/expulsion system. Dr. Brown said a program, Investment in Excellence, is being taken by all members of the district. Meeting the problem head on and sharing information among members of the district also helps. A new form that principals must fill out that begins to look at where incidences occurred, who dealt with it, the outcome and the race and gender will give more understanding to the difference in environmental conditions that exist within the community and their effects.

Louise Spiegel commented she felt the whole focus of the discipline committee is on things that others will do to students and that there is an enormous passivity in the public school system that children do not have opportunities to express what they know and feel and what their skills are so that when the emphasis was on self-discipline after corporal punishment was removed, there was a sense we would encourage the students to be more responsible for their own conduct by giving them recognition for good conduct and participating in drama, as team leaders, etc. Her other concern was why none of the coalition schools were chosen in the initial pilot, although it is understandable that you can´t have a lot of the things that you might have in a more middle class environment such as efficient PTA´s, LSAC´s, etc.

Dr. Brown committed to preparing a comprehensive package of materials for all committee members. He also stated the possibility of adding two of the coalition schools to round off the number of schools to twenty-five. Nelson Schwab asked Dr. Brown to write a little white paper on some of the techniques used in the pilot projects such as: Is truancy court a good idea? Compare suspension versus other forms of discipline. Is Saturday suspension better than make-up work during the day?

Dr. Evans asked if a sub-committee could be formed to explore how the Community-wide Task Force would continue to work with the district either in or out of a court relationship. A sub-committee was formed to work between now and the next meeting. Members of the sub-committee are: Robert Brown, Zakia El-Amin, Louise Spiegel and Lillian Jones. Anyone can sign on later if they so choose. This will be a chance to redo and come up with something that will be meaningful for the future for the committee.

Dr. Lewis explained that the Taeuber Index data should be available by November 15th. It was decided November 19th would be the best date for the next meeting.

Louise Spiegel mentioned a desire to be on the discipline committee and attend their meetings.

The meeting was adjourned at 8:59 P.M.

smt

H-1-4

COMMUNITYWIDE TASK FORCE MEETING

November 19, 1990

Minutes

Members Present: Patricia Johnson Baker, Robert Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney.

Also in attendance were: Dr. Robert Evans, Facilitator; Dr. Jack Lewis, Director of Alternative/Settlement Office.

Robert Brown opened the meeting at 7:35 P.M.

Dr. Jack Lewis distributed a copy of the 1989-90 Evaluation Report of The Open Enrollment Program, The Alternative Programs, and The Coalition of Innovative Schools.

Robert Brown asked the big question of the evening, "Where do we stand on the Taeuber Index?" Dr. Lewis stated he would like to present an oral report. He stated there were three index goals to achieve. The Senior High goal had been met. Much progress had been made on the Senior High goal. The Junior High/Middle School index has been reduced more over the past year through normal programs. The Elementary index is going to be achieved. He stated Cincinnati Public Schools was extremely close to meeting the goal. They had reached 99% of the goal and were short by very little.

Robert Brown expressed disappointment with not having received a written copy of the report. Nelson Schwab asked if the goal would be met before the January hearing? Dr. Lewis explained that we do expect to meet the goal. An effort has been made to recruit more students into alternative programs in the past few weeks. Cheryl Grant expressed concern over trying to transfer students over the winter when it gets dark early and the weather's bad. She also wanted to know if pressure was put on parents to transfer students. Dr. Lewis explained that the students given an opportunity to move to alternative schools came from lists of previous applicants who were rejected or placed on waiting lists. The general response has been excellent without any pressure being used at all. It was explained that the count of students is taken every year during the first week of October. Concern was expressed over the count not being the same since it will be taken at a different time than the October 1 count. A question was raised about the composition of students within schools in classrooms? Dr. Lewis promised to distribute a report showing the racial balance of students within school buildings.

Dr. Evans was asked how he felt about not receiving the Taeuber Index report. He stated he would have felt much better receiving a report even if Cincinnati Public Schools were out of compliance. He was not in favor of moving children and disrupting their education in the middle of the school year. This is year seven of the settlement to make the Taeuber. Discussion ensued whether the Taeuber had to be reached by the October 1st date or by the end of the year. Louise Spiegel asked Dr. Evans if the Board had come to him regarding any decisions made. He stated they had not discussed anything with him and he had just found out on the elevator of the replacement of Carol Bouldin with Donald Embs, to which he had not been asked for any input.

More displeasure was expressed over the lack of the Taeuber Report since this written report is probably the most important issue for the system at this time. Dr. Lewis stated his goal was to have the report ready for the attorneys on Thursday of next week. More concern was expressed over the degree of disparity if the information was from a date different from the October 1 date. Some expressed a belief that the Board might be concealing information or misleading the Task Force. A motion was made by Robert Brown to request a written Taeuber Report from the Board. Cheryl Grant seconded the motion. Motion was passed 8-4. The purpose of the Task Force is to help the district desegregate the schools and at the moment it doesn't seem that the two are working together. Robert Brown asked that Task Force members keep the Taeuber information to themselves and not disclose any of it to the public. Dr. Lewis stated the count would be made in a proper way with the same sophistication as previous counts. Dr. Evans reiterated that the Report would go to the attorneys next Thursday with or without the data.

Dr. Lewis expressed his apologies for not having a written report and stated that the Alternative Office is in the process of creating more transfers and will take another count on Tuesday or Wednesday of next week. Dr. Lewis explained the complexity of filling the alternative slots after receiving 16,000 applications for 6,000 openings. Parent and student choice make it difficult to know for sure until September or October if the children have transferred. This particular year more than 600 students chose not to attend the alternative they applied for and were accepted into. Dr. Lewis said the Superintendent had asked for input from key administrators one year ago on actions needed to reach the goal at the elementary level. Based upon that input, an aggressive plan to achieve the goal was implemented. It is a disappointment to everyone that the goal was not achieved fully by October 1st. Dr. Powell was unable to attend tonight's meeting since she was at the Board Round Table meeting at Aiken High School. Dr. Lewis assured the committee that the school system takes seriously the goals of the Settlement Agreement and that a good faith effort is being made to overcome the discrepancy in elementary schools.

Cheryl Grant expressed concern if transfers were made in the winter, would the figures change in October, November, and December? She also expressed concern if transportation issues would make a difference. Karla Irvine questioned whether the count was done in previous years the same way it is being done now if it would have changed those figures.

Robert Brown said Duane Holm had raised two issues at the last meeting. One was the Middle School Montessori. Duane Holm said the problem is that the Board approved the Middle School Montessori in 1988. He doesn't feel it will improve racial balance where it is needed most, and stated that many people would prefer another program in elementary schools. Mr. Holm then presented a motion to recommend that the school system not implement a Middle School Montessori. Hendrik Gideonse seconded the motion. Motion passed. The question was raised if this was a done deal? Dr. Lewis stated that the grant application will be presented to the Board at its meeting on December 10th and that the grant application is due in Washington, D.C., on December 12, 1990.

Duane Holm stated that the State Hearing Officer took testimony on October 23 regarding the possible transfer of the Fleming Meadows subdivision from the Greenhills-Forest Park school district to the Wyoming district. He suggested that the Task Force present testimony in opposition to this transfer if a recommendation for transfer is made by the Hearing Officer to the State Board of Education. A motion to this effect was made by Pat Timm and seconded by Marian Spencer. Motion passed.

Robert Brown asked what the impact would be on desegregation with the bankruptcy of Cincinnati Public Schools. Marian Spencer brought up the issue of vouchers and the credibility of the persons pushing the voucher system. Pat Timm asked who the people are who are making decisions about the levy. She asked if someone could address the Task Force about policy and philosophy and not just the financial end of the bankruptcy situation. Dr. Evans stated the Task Force should go on record to take a stand on what will happen since the system is under financial duress. Louise Spiegel asked how the staff would be affected and how the national interest and philosophy of educating kids would be dealt with. Duane Holm said, "Whatever our intent, desegregation should not be jeopardized or harmed." He suggested asking the Superintendent or her designee to attend the next meeting and discuss what they have to do. Dr. Evans suggested getting someone from the State to answer questions. He suggested asking William Phillis, Assistant Superintendent of the State Board of Education. Marian Spencer suggested asking the Board President or someone on the Board to discuss what direction would be taken regarding this matter. A vote was taken on who should attend the next meeting and discuss various matters. Six voted for William Phillis to be asked to attend the December 3rd meeting.

Dr. Evans stated a decision should be made by the December 3rd meeting as to the future role and function of the Task Force.

Hendrik Gideonse distributed a copy of his calculations on student suspension and expulsion data to each Task Force member.

Duane Holm brought up the subject of the draft of Shared Decision Making for the Schools and how it was progressing. He was concerned how this would make an impact on desegregation. He suggested raising the point of the implications for achieving racial balance.

It was decided the next meeting would be on December 3, 1990, in spite of the earthquake prediction on the same date.

The meeting was adjourned at 9:15 P.M.

smt

H-1-8

COMMUNITYWIDE TASK FORCE MEETING

December 3, 1990

Minutes

Members Present: Patricia Johnson-Baker, Carol Burrus, Zakia El-Amin, Hendrik Gideonse, Duane Holm, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator; Dr. Jack Lewis, Director of Alternative/Settlement Office; Dr. Lee Etta Powell, Superintendent; William Phillis, Assistant Superintendent, Ohio Dept. of Education; Jim VanKeuren, Director of Division of School Finance, Ohio Dept. of Education; Lisa Popyk, Cinti. Post Reporter

Members Absent: Robert Brown, Cheryl Grant, Karla Irvine

Monty Whitney opened the meeting at 7:30 P.M. as chairperson in the absence of Robert Brown.

In view of the fact that the meeting is not covered under the Sunshine Rule, Lisa Popyk, Reporter for The Cincinnati Post, was asked to leave the room while discussion ensued as to whether or not she should be allowed to remain in the meeting or be asked to leave.

Nelson Schwab was concerned because the minutes of the last meeting said that Bob Brown made a motion to request a written Taeuber Report from the Board. He explained that was not what caused the split in the vote but it was the specific October 1 Taeuber. He expressed concern that Robert Brown asked the Task Force to keep the Taeuber information to themselves and not disclose any of it to the public. He was shocked when he read the Enquirer on October 1 where Marian Spencer was quoted at length concerning the figures. She explained that the figures had already been leaked to the press by the Administration and thus felt it was okay to discuss them. He felt the Task Force was there to help achieve the Bronson Settlement and that the purpose was to mobilize and secure the widest possible support throughout the community for fair and effective performance of the agreement. Dr. Evans clarified that the district had released the figures on Thursday afternoon when the Facilitator's Report was given to the Administration and the attorneys. He stated the Task Force members would receive their copy of the report after the meeting. Discussion continued that the Chairman or Vice-chairman of the committee should be the one to make comments to the press. A vote was taken whether the press should be excluded or not from the meeting. The vote resulted in five opposed and two abstentions. Lisa Popyk was called back into the meeting and was asked to leave. She apologized for further complicating the meeting. Marian Spencer asked that it be put down as part of the record that it was a type of a gag rule that had not been presented or enforced.

Dr. Evans introduced the guests, William Phillis, Assistant Superintendent of the State Department of Education, and Jim VanKeuren, Director of Finance of the State Board of Education. The rest of the persons present introduced themselves to Carol Burrus, a new committee member.

Mr. Phillis stated he had been with the State Department for the last fifteen years. Prior to 1978, if a school district ran out of money they simply had to close until sufficient revenues were acquired to operate. In 1978 the legislature passed a law to provide for the school loan fund. On Jan. 13, 1980, HB 44 went into effect which stated schools could no longer close because of financial reasons and would have to take out a loan to stay in operation. Since then, more than 150 loans have been approved for both large and small districts in the State. The State is concerned about Cincinnati Public Schools because when they come into the loan fund they will be equivalent to 50 or 60 of the school districts already in the loan fund. According to information given to him from Lynn Goodwin, Cincinnati's debt is in excess of $30 million. When Cincinnati goes into the loan fund, they must continue to operate the schools and continue to operate according to all state laws, all State Board of Education standards, and all court agreements. The district must also be able to pay back the loan in two years subsequent to the year the loan was taken. It is incumbent upon the district officials to put together a package which is actually an agreement that the Department of Education will take to the Controlling Board. That agreement will have the terms of reduction included therein. Local officials have to present a plan on how you are going to operate the district within all the laws and standards and be able to pay back the loan. You cannot use projected future levy revenue as part of the plan. Right now Cincinnati has over 500 teachers in excess of State standards and approximately 75 or more education service personnel beyond the requirements. It is always difficult to decide between frills and necessities. It will be difficult for the system to put together a plan in the environment of a court decree, labor contract, children needing programs, population saying no to a tax levy, and various people saying we should abandon the public school system and go to a voucher program.

Jim VanKeuren gave background information stating that last year fifty-three school districts went bankrupt. This means they do not have enough money to finish the school year in the black. Through passing levies or making appropriate reductions it ended up being twenty-nine school districts at $11.8 million that had to be secured from a commercial lending institution. That is changed now. The state used to have a loan fund. The districts now have to seek the loan from the commercial lending institution. This year we've had 33 districts approved with $19.8 million they have to secure if they don't pass a levy or make appropriate cuts. Probably in February another eighteen school districts, including Cincinnati, will go into the loan program. Right now Cincinnati is projected to be $27 million in debt and another $11 million for borrowing authority which boils down to $38 million of which $27 million will have to be part of their loan program and they'll have to show a reduction plan to offset that amount over a two year period of time. Cincinnati has already started the process for people to look over their books and do an analysis of their program. A resolution has been sent to the State Department indicating their financial difficulty. The State Auditor's Office will come in and ascertain what their deficit is just for this school year. Mr. VanKeuren's office will come in and do a revenue forecast for his own records and also a staffing analysis to show where the district is relative to all staff. After all of this is accomplished, the district must go back to them with a reduction plan. Then a loan for the district must be secured from one or several lending institutions. Starting July 1, 1991, they will start making the 1/24 loan payment plus interest off Cincinnati School District funds coming from the State. The $11 million spending reserve will be borrowed on which will have to be paid back by December 31, 1992. Many school districts such as Cleveland, Toledo, and Columbus will all be in the same situation as Cincinnati if they don't get tax levies passed. The State Controlling Board is a legislative body that makes decisions based on contracts at the State Government level on the state subsidy level. Mr. Bowen, Senator Ney and Senator Ted Gray, Patrick Sweeney, Joe Koziura, and Rep. Netzley are all members of the State Controlling Board. The people on the State Controlling Board will decide whether or not the plan submitted is a proper reduction plan submitted by the School District. The State does not control the School District. The district must send a monthly report to show how they are doing with expenditures. The State does not come in and run the school district. The local officials still run the school district. If Cincinnati City School District would be in the loan program next year, next school year/fiscal year, and if their second loan is equal to 7% of the total general revenue fund then a mechanism kicks in called receivership. All that means is that we will have a monitor who goes into the district monthly and reviews the books and expenditures with the Treasurer to make sure they are staying within their budget. If this happens the district has to gut the program and make reductions which means programs disappear, class sizes increase, gifted education, alternative schools, Head Start, and Early Childhood programs might disappear. The district can only be rekindled by finding additional revenue to put back into the program to put it back where it originally was. Cincinnati is at a real crossroads as to where it will be going because, if a levy isn't passed, the district will go back to where it was before good programs were initiated.

Louise Spiegel asked if buildings could be put up as collateral to which Mr. VanKeuren said only tangible items can be used as collateral. She also asked what caused the deficit. His reply was that salaries and fringe benefits are about 85% of the budget which causes the $32 million deficit. Another reason is that there is no local growth and very little state growth plus the lack of passage of a tax levy. This will mean a tax levy twice what the original proposed levy was will need to be passed.

The State is currently operating at a rate of $350 million in the hole if current spending continues at the end of June, 1991. The State needs to reduce expenditures since it is against the state constitution to operate at a deficit. The State in earnest funds head start, preschool, all-day/every day kindergarten and provides programming for the at-risk youngsters and also deals with the problem of the equity and inadequacy of the general program. They will recommend to go from $2600 per pupil at the minimum level to in the range of $3300. This recommendation probably will be the last out of the arena. The legislators will look at this proposal and dismiss it as a pie in the sky package not dipped in reality. Many people across the state are saying they don't need more money for education, it just needs to be spent better with more cuts in expenditures. The state is in a deficit posture at the present moment, the State Board is recommending sweeping changes in state funding and the general population is saying they don't want to fund those programs at that level. In regard to the immediate loan problem of Cincinnati City Schools, the choice is to come up with new revenue or cut the guts out of your program.

Until this social order begins to value education, to the point we're willing to sacrifice and see that all children have an appropriate educational program, then we're not going to see a greater level of resources. The state has taken a pro-active role in regard to legislative recommendations, and much has been done to get the state policy people in the position of moving forward. Level funding is being talked about for the next fiscal year. The State Board is recommending adding more than $1 billion new dollars the first year. It is hard to recommend this increase when the state is in a deficit situation, most of the political candidates have said they are going to deal with Ohio's funding problems without new taxes. The funding problems are at the legislature level who are aware of the problems down the road.

Marian Spencer asked about the lottery money. This year $604 million of $3.7 billion total dollars lottery money is appropriated to primary and secondary education . Approximately 12% of the total appropriation comes from the lottery. Duane Holm asked what the local board is allowed to do in collective bargaining. For any labor contract package that is agreed upon, the district must sign an agreement that they have the money to fund the package. Some districts get around that by going beyond the length of time of 18 months by going 0 - 0 - 100%. You cannot violate any collective bargaining agreements when a district goes into the loan program. Louise Spiegel stated that as we deal with the local situation that it will not be left entirely up to the Board and Administration to review the situation we're in and, that the citizenry as a whole through its elected membership organizations civic sector, hopes to play an active role in determining the future of Cincinnati Public Schools.

The State Board of Education will be working closely with Cincinnati Public Schools to work out a joint solution and give this district as much help as possible. We don't have legal constraints nor a pot of gold. Mr. Phillis and Mr. Van Keuren left the meeting at 9:00 P.M.

A letter from Henry Gideonse with another letter of comments from Duane Holm were distributed to all members. This was a draft incorporating all of Nelson Schwab's recommendations. Discussion ensued and a motion was made to drop the first paragraph, have paragraph 3, then 4, then 2 and then Duane's paragraph.

The next meeting was scheduled for January 7, 1991. Henry Gideonse suggested adding a meeting before then and it was decided a meeting will be held on December 17, 1990 at 6:00 P.M.

Dr. Powell asked the committee to identify someone to sit on the Shared Decision Making Committee.

Dr. Evans stated he would be unable to attend the December 17th meeting but would make arrangements for it to be held in the Second Bank Building.

The meeting was adjourned at 9:25 P.M.

smt

H-1-12

COMMUNITYWIDE TASK FORCE MEETING

December 17, 1990

Minutes

Members Present: Robert Brown, Zakia El-Amin, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Jack Lewis, Director of Alternative/Settlement Office

Members Absent: Carol Burrus, Dr. Robert Evans, Facilitator

Robert Brown opened the meeting at 6:00 P.M. He asked if everyone had received their copy of the Facilitator's report and distributed a copy of Mr. William Seitz's letter to Dr. Evans dated December 6, 1990. He also announced the hearing on the Bronson Settlement Agreement scheduled for January 11, 1991 has been rescheduled for January 22, 1991.

A motion was made by Pat Timm and seconded by Monty Whitney to approve the minutes of the December 3rd meeting with the following corrections being added. The word "previously" was added to the last sentence on the first page which now reads: Marian Spencer asked that it be put down as part of the record that it was a type of a gag rule that had not been previously presented or enforced. Zakia El-Amin asked that three questions that were directed to the State Department people be included since she felt they were pertinent. As soon as she forwards the information, it will be sent as a corrected copy.

Bob Brown presented a format to follow for the meeting. The first item was compliance with the Teauber goals and the second was to follow the issues addressed in the Facilitator's report and come up with a position based on a review of the issues. An overall recommendation could then be made to the court from the Task Force Committee.

Bob Brown commented on the Taeuber Index compliance. He does not believe the Teauber Index according to the Agreement had been met. First, in the past sixteen years the Taeuber count had been taken the first week of October and should thus have been taken at the same time this year. He passed out copies of an agreement between the parties which also states the data should be compiled on October 1st. Thus he feels the data should be taken at the same time each year. Also, when the data was taken in November of this year, there was no data available for the junior high and senior high schools. There was only information for the elementary schools. Thus you can assume compliance was met in October for the junior high and senior high but not the elementary. We do not have any single report from the school system that states on any single day the Taeuber Index had been met for elementary, junior high and senior high schools because the data was not collected the second time for the junior and senior highs. The third point is, even if you say the school system could collect the Taeuber information on a different day, when you consider the alternate computation the school system did not comply. When you compute the numbers on the alternate computation, the number reached is 36.9 instead of 36.5 which is .4 over the goal. Nelson Schwab stated that technically the Taeuber was met and Dr. Evans stated in his report that it had been met. Bob Brown said that Dr. Evans was not aware of the issues brought to the attention of the Task Force. Marian Spencer said the letter was under question as to whether or not the Taeuber was reached. There is a continuing problem with schools within schools. The methodology used since the 1980-81 school year to compute the Taeuber on a school basis instead of building should continue to be used. The school system computed the Taeuber as separate schools within separate buildings. This agreement of 10/24/85 is part of the Settlement Agreement. Monty Whitney stated it is up to the judge to decide how the Taeuber should be computed under the alternate method. Marian Spencer expressed concern with the manner in which the Taeuber was achieved. The facilitator indicated concern at that level also. Duane Holm stated the school system was successful in dropping the Taeuber Index but did not meet it by the alternate method by four tenths of a percent. Bob Brown expressed concern if the Taeuber goal was met every day of the 90-91 school year or just on any one day of the year. He stated even a Board member expressed concern over using data taken on October 1 since the numbers change throughout the school year and usually change later on in the year. Cheryl Grant said even if the Taeuber had been met there are still one race schools, and there are still expensive programs that rely on outside funding. A straw vote was taken as to whether or not there was compliance on the Taeuber. Five voted there was compliance, seven voted non-compliance and one abstained.

The next issue discussed was the Alternative Schools. The question was raised if alternative schools were working well and if it would be possible to keep the programs after the settlement agreement. Nelson Schwab felt there is enough integration in system to maintain the programs. It was felt that some of the more successful programs increase isolation in schools and that there should be no new alternatives started if they don't enhance racial balance in the schools. Principals have resentment against the alternative programs because they don't want to lose their good kids. It was felt that compliance with the Agreement had been accomplished with the Alternative Programs.

The next issue addressed was Open Enrollment. It was felt that open enrollment is a one way transfer since most of the transfers involve black children moving into white schools. Open enrollment transfers should be promoted and preschool children should be encouraged into transferring into schools under open enrollment. No one had any qualms with open enrollment regarding compliance.

Staff racial balance was the next issue discussed. According to the report issued by Cincinnati Public Schools, there are twenty schools out of compliance with the specifications of the Agreement. There have been problems with recruiting minority teachers and problems with minority teachers being trapped in specific schools. It was agreed that steps need to be taken to improve this situation.

The next item discussed was the topic of Unbiased Tests and Policies and Isolation Within Buildings. According to the Agreement an Ad Hoc Discipline Committee was initiated but was disbanded after two years. Hendrik Gideonse felt most of the discipline reports were late and contained abstruse data. It was felt a committee should review the systemwide tests for racial bias. Bob Brown distributed a letter dated 3/23/90 addressing him as the chairperson of the Communitywide Task Force from Bill Seitz regarding discipline issues. Cheryl Grant stated there were concerns of parents and community regarding discipline in schools. Louise Spiegel stated a cultural bias definitely exists in the community. Blacks are twice as likely to be disciplined. The general consensus was there was non-compliance to the discipline issues.

There are twenty-five SBH Classes in black schools and eleven classes in white schools. Discussion ensued as to the influence of the SBH students on the school. Duane Holm felt that the kids were not isolated in the buildings. Ninety percent of the SBH students are black males with 60% in black schools. Presently there are ten black schools in which there are 90% or more black students attending. Pat Timm suggested periodically reviewing the racial isolation in the schools. It was felt that student isolation within school buildings had been complied with according to the Agreement.

The next item discussed was the Low Achieving Schools. Cheryl Grant felt compliance had not been met. Many of the low achieving schools secured finances from various foundations and spent the money with pitiful results. There were problems with receiving reports about the schools. Marian Spencer felt competency was very important. The general level of achievement is critical to the school system. Louise Spiegel indicated questions had been raised about the selection of principals and the competency of some of the principals. Hendrik Gideonse questioned if the education received in the Low Achieving Schools could be considered a quality, integrated education. Duane Holm feels there could be possible problems with Shared Decision Making since it could dilute Board responses. A vote was taken that a required, consistent, articulated program with results was what was needed. Twelve voted yes and one voted no. Bob Brown asked how many felt there was a consistent, articulated program in the low achieving schools. A unanimous count (thirteen) felt that it did not occur. Extra-curricular activity problems have been met by the implementation of a bus pass system to be used for various activities at the schools.

The last Agreement item discussed was District/City Housing Activities. Karla Irvine stated the Housing Authority has made information available but no other organization had done anything. An information exchange was all that is necessary.

Bob Brown asked what overall recommendation should be made to the court from the Task Force Committee. Nelson Schwab indicated the recommendation should be based on what terms of the agreement were met.

One important thing the Task Force felt it could do was to mobilize and secure the widest possible public support by talking to the public through the Board with testimonials to the community. Support from City Council and various Community groups is imperative. It was suggested to possibly talk to the Facilitator to try to refashion his role and style. It is imperative for a levy to pass so that anything to promote its passage should be top priority.

It is hoped the court will say that it was a job well done and relinquish sovereignty in June, 1991. However, it was felt that it could be recommended that this could be a time for increased supervision of the school system. This could be accomplished through a formal process reviewed by the Task Force and Facilitator. It was generally felt that court jurisdiction continue with a limited extension. Duane Holm thought it would add value to the recommendation by saying subject is in compliance with matters in the Settlement Agreement and should continue under jurisdiction until the Board is back in control over all finances without state intervention. Nelson Schwab felt there was substantial compliance to the Agreement and there should be a term of court jurisdiction with the services of the Task Force. Bob Brown asked if it was felt the Facilitator should assume a supervisory role but the consensus was that he remain independent. It was felt the Facilitator's Report should stand on its own with the Task Force feeling no influence by the report.

The next meeting is scheduled for Monday, January 7, 1991. The time of the meeting is being changed to 7:00 P.M.

The meeting was adjourned at 9:10 P.M.

smt

H-1-16

COMMUNITYWIDE TASK FORCE MEETING

January 7, 1991

Minutes

Members Present: Robert Brown, Carol Burrus, Zakia El-Amin, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator and Dr. Jack Lewis, Director of Alternative/Settlement Office

Robert Brown opened the meeting at 7:00 P.M. Minutes from the last meeting were distributed and read by everyone. Mr. Brown also distributed a draft of the Communitywide Task Force Statement to the court.

The minutes were discussed and it was requested that on Page 2 in the middle of the first paragraph the sentence should read "It was felt there should be no new alternatives started if they don't enhance racial balance in the schools." Zakia El Amin requested on Page 4 in the first paragraph the deletion of the first sentence, "It is hoped the court will say that it was a job well done and relinquish sovereignty in June, 1991. Change the fourth sentence in that paragraph to read "It was generally felt that court jurisdiction continue with a limited extension with state support." Change the sixth sentence in that paragraph to read "Nelson Schwab felt there was a substantial compliance to the agreement and there should be a termination of Court jurisdiction and the services of the Task Force." Duane Holm made a motion to approve the minutes with the previous changes and Louise Spiegel seconded the motion. The motion passed.

Robert Brown stated that although several items had been individually discussed, no overall consensus had been reached at the end of the last meeting. The one thing that was sort of agreed upon was that the best practical result would be if the court would extend jurisdiction for some limited period of time over the school system. To get the court to extend jurisdiction, you have to say there hasn't been compliance even if it is in technical areas of non-compliance such as the Taeuber. There were four areas listed that were under discussion for non-compliance: Taeuber Index (not a unanimous consensus regarding compliance), Staff Racial Balance, Unbiased Policies and Low Achieving Schools. The Task Force wants to be in the position of doing something constructive. If there is an extension of jurisdiction, we want it to be an extension under status quo of authority and responsibility.

Duane Holm said the basic difference between his draft and Mr. Brown's draft was whether or not it was the task of the Task Force to judge compliance. He felt the Task Force was created to interpret and recommend to the Facilitator and not judge compliance.

Hendrik Gideonse distributed a copy of a report indicating the dollar amounts the state has invested in desegregation in three major cities. He felt since the task force represents the community and also must go out to the community, the financial issue both locally and at the state level should be addressed.

Robert Brown felt there were differences in the two drafts but the substantive difference is making a statement saying our opinion is whether or not there has been compliance. The important thing is expressing an opinion on areas of compliance and non-compliance and saying there hasn't been compliance in order to make the argument that the court retain jurisdiction on a short term basis.

Robert Evans reminded everyone that the hearing on January 22nd was not a compliance hearing with the agenda not being compliance. The agenda was constructed in a telephone conference call with the judge and attorneys. The plaintiffs and defendants are the ones who bring up to the judge the items to be discussed. The three issues will be the status of the Taeuber, Discipline, and Low Achieving Schools. There will be five or six witnesses on the list of the plaintiffs. This is a negotiated settlement. It's a contract between two parties in a no fault situation and the judge operates as a referee over that to a great degree. The hearing in May, 1991 will be a compliance hearing. He felt very pessimistic about getting any more money from the state since there has not been any finding of liability right now.

Lillian Jones questioned whether the state would tamper with programs that would affect the Settlement since the State representatives indicated they wouldn't. Dr. Evans said the State would not require the district to do anything to dismantle a program that's directly Bronson related. However, some of the Alternative Schools were initiated before Bronson and are thus not Bronson related.

Marian Spencer brought the book of pleadings in the case of NAACP versus the Board of Education. She pointed out how far Cincinnati has come over the years but feels much progress still needs to be made in this area. She feels there was non-compliance in this area.

Louise Spiegel asked if it would be possible to get a projection of the school system's enrollment. She is interested in the amount of flight there has been to the suburbs, to parochial or private schools, and the number of children dropping out of school or being expelled.

Duane Holm brought up the subject of the desirability of additional state funding. It was discussed how it would be possible to make the cuts and maintain the degree of integration that has occurred to date. Dr. Evans indicated the necessity of passing a tax levy with possibly some changes in state funding happening soon.

The future of the school children of Cincinnati is at stake. Many civic organizations around town are talking about the school system and its future. Support is needed from all. The Task Force is attempting to come up with a statement for the hearing. We can enumerate as in the past the progress that we think the school system is making. Nelson Schwab suggested saying most of the goals of the Settlement Agreement have been made and if the court finds compliance has been achieved, then it will dissolve the decree. If the court dissolves the decree, then suggest the court order the state of Ohio to pay its fair share of continued desegregation costs so the current level of desegregation funding is maintained until that time when the Cincinnati Public Schools will again be financially and legally able to maintain commitments made by them in the Settlement Agreement.

Discussion ensued why the tax levy didn't pass. Recession is a definite part of the problem but teachers and parents didn't fight hard enough for the levy. There were many divisions of thinking in the community regarding the levy.

Mr. Brown felt in drafting a statement it was necessary to say or elude to something being wrong or it was impossible to suggest extending jurisdiction. Pat Timm felt the real money has to come from the people of the community. She felt the group was being unrealistic if they went to court and said there hasn't been compliance in order to leverage state funding. She preferred saying if necessary and accurate that we have not achieved what we need to achieve, we need community support and funds to achieve this.

The state funding formula is still a continuing problem. Marian Spencer said the program of desegregation relied heavily on funds. Lillian Jones asked if money was received from the state to enhance that program, would they continue to give us more money in three to four years. Mr. Brown seemed to think one to three years would be enough to tide us over until the funding formula was changed.

Cheryl Grant asked if the system were not bankrupt, would the statement be the same since some people feel one of the reasons the system is bankrupt is because of its attempts to integrate the system. The fact of bankruptcy should have no bearing on the statement. Alternative schools are not the reason why the school system needs money. Mr. Brown felt his suggestion of a year-to-year extension for the court would have only been a six-month extension absent of a financial situation.

Pat Timm expressed concern about the extension. Compliance only seems to be concerned with Taeuber, but Low Achieving Schools seem to be the real tragedy. She felt the agreement did not spell out clearly enough what compliance would be on Low Achieving Schools. She was more comfortable with Taeuber compliance than with Low Achieving Schools. The question remains would the areas the Task Force feels are in non-compliance be adequately addressed in the future without court supervision.

Cheryl Grant indicated she felt it necessary to suggest to the court that, based upon what was before us, there is more to be done to achieve a quality, integrated education. Louise Spiegel also wanted to indicate to the court that we have high expectations that we can sustain what has been accomplished.

Robert Brown suggested he and Duane Holm meld both of their drafts and distribute the final draft to the Task Force members on Wednesday for their input. If someone disagreed a minority report could be included with the final statement.

Duane Holm recommended Zakia El-Amin to represent the Task Force on the Shared Decision Making Committee in response to Dr. Powell's request. He also indicated he would be willing to be the representative if Ms. El-Amin was the representative from the Urban League. Louise Spiegel endorsed Ms. El-Amin with Duane Holm as an alternate.

Duane Holm suggested bringing Christine Rossell to Cincinnati to speak to the public about the advantages of Cincinnati's approach to school desegregation. He suggested the agenda for the next meeting include a discussion on what specific things caused the levy vote to go 60/40%. He also suggested the Task Force try to mobilize support from organizations.

Karla Irvine moved to adjourn the meeting at 9:00 P.M.

The next meeting will be on Monday, February 4, 1991 at 7:30 P.M.

smt

COMMUNITYWIDE TASK FORCE MEETING

February 4, 1991

Minutes

Members Present: Robert Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator and Dr. Jack Lewis, Director of Alternative/Settlement Office

Robert Brown opened the meeting at 7:30 P.M. Mr. Brown asked if there were any corrections to the minutes from the last meeting. Monty Whitney made a motion to approve the minutes and Patricia Johnson-Baker seconded the motion.

Mr. Brown stated that there had been no statement presented at the court hearing from the Task Force since a consensus of the majority could not be reached.

Mr. Brown asked if anyone would wish to assume the position of Chairman of the Task Force Committee. He stated he would be willing to relinquish the title if anyone else wished to have the position. The majority ruled that he continue as Chairman of the Task Force Committee.

Mr. Brown indicated he felt the court would like a statement from the Task Force for the May 29th hearing. He suggested that on or before the next meeting, anyone who would like to present a statement for a draft either see that he get a copy before the meeting or bring it with them that night. He felt that way everyone could contribute their thoughts and ideas and a general consensus could be reached for a statement to the court.

Karla Irvine asked if a statement should be submitted at all. Cheryl Grant said that a statement had always been submitted in the past and thus felt this time should be no exception. Nelson Schwab suggested asking the judge what the mission was of the Task Force. Dr. Evans said he felt the judge would not say but that he definitely would want to see the Task Force's view of Bronson in May, 1991. He commented that he felt the judge considered the Task Force a reflective group and would more or less expect a "State of the Nation" report. Louise Spiegel said she felt the intent of the Settlement Agreement was for them to express individual views to the court since the Task Force represents several groups of people who act in a consulting role with school administration. Dr. Evans felt the judge would appreciate the views of this organization in the remainder of 1991 whether the court continues or discontinues its jurisdiction.

Pat Timm was interested in how the Task Force would present its position to the public and recommend strategies beyond the hearing. She was wondering who would monitor the Low Achieving Schools if the court discontinued jurisdiction. She also was looking for ideas on how the Task Force could assert themselves in the community.

The Mayor's Forum was brought up and discussed. Duane Holm explained his knowledge of the Forum since he and Zakia El-Amin are on the Design Committee representing MARCC and the Urban League. It was decided that Robert Brown would contact David Mann to see if the Task Force could have a representative on the committee. It was felt this would be a good way to reach out to the community.

Dr. Lewis was asked to clarify information concerning the removal of the alternative programs at Burton and Bond Hill. He stated that these two programs had exceeded a 90% Black student population for several years. Previously, the program at Rockdale was phased out for the same reason. There are approximately 60 students at Burton and 60 at Bond Hill in grades 4-6 alternative program. They receive additional money for extra materials and supplies. They have an itinerant Latin teacher 1/2 day per week. The programs have been successful with their achievement level at average or above. There has been much discussion from the plaintiff attorneys to discontinue the programs at these locations since both programs are 90% or more one race. Efforts to racially balance the programs have been unsuccessful. Recently the attorneys recommended discontinuing the programs. Recommendations were made to the Board to discontinue the programs. The principals were notified that the program title would be discontinued but the students could continue through grade 6. The continued funding for the Latin teacher is questionable. Louise Spiegel asked what the expense was for the Latin teacher and it was determined to be approximately $15,000. Nelson Schwab asked if there was any busing cost involved. Dr. Lewis stated busing was not a major cost item. The question was raised if it would be a good idea to put a different alternative program at those particular schools which would attract kids to those schools and better racially balance them. Dr. Lewis stated that one drawback to doing this was the difficulty in reassigning the students since there was not much space in nearby neighborhood schools.

Duane Holm suggested an agenda be set for the Task Force Meeting either prior to the meeting or be set up at the beginning of the meeting. It was also suggested that some of the practical suggestions that were developed during the discussions for a statement to the Court Hearing on January 22nd be salvaged and passed on to the Administration and Board.

The goal of the Task Force is that one comprehensive statement to the Court and School Board can be developed over the next few months.

The meeting was adjourned at 9:00 P.M.

The next meeting will be held on Monday, March 4, 1991 at 7:30 P.M.

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H-1-22

COMMUNITYWIDE TASK FORCE MEETING

March 4, 1991

Minutes

Members Present: Carol Burrus, Hendrik Gideonse, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Zakia McKinney, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance was: Dr. Jack Lewis, Director of the Alternative/Settlement Office

In the absence of Robert Brown, Monty Whitney chaired the meeting which opened at 7:35 P.M. He distributed a copy of an agenda to each member which would be followed for the evening. Marian Spencer asked if discussion regarding the Enquirer editorial of Tuesday, February 26, 1991 could be added to the agenda. A revised copy of the names, addresses and phone numbers of the Task Force Members was also distributed.

A motion was made to approve the minutes of the February 4, 1991 Task Force Meeting. The minutes were approved as submitted.

The Bronson Coordinating Committee Report was the first item on the agenda. Duane Holm reported that regarding the Alternative and Open Enrollment Programs, they are proceeding with the High School for Teaching Professions whether they get the federal grant or not in the fall. The Montessori Middle School planning will only start if the money is received from the grant. The Reading Recovery Program which is an intensive remediation at the first grade level is being implemented at Hoffman and Windsor Schools, which are two of the Coalition of Innovative Schools, and at Winton Place. The money for this is coming from a special grant. Transportation has a pilot at Heberle where any student who transfers out of Heberle can get transportation to Heberle to remain there for the rest of the year. Mr. Holm stated that Dr. Lewis is doing a study of student suspensions. There has been an increase in the number of students moving into the Severe Behavior Handicap Intensive Programs.

Zakia McKinney reported on the Shared Decision Making Task Force. She stated they had not yet met but will meet this Thursday. Duane Holm felt it was important for a Task Force Member to be a part of this Committee since if the Board goes overboard on decentralizing decision making they will lose their ability to desegregate faculties and students. Desegregation requires a certain amount of centralization of control. Lillian Jones indicated the push for Shared Decision Making came with the selection of principals in the fall and that they wanted the Shared Decision Making with the LSAC's being a powerful part of that process. Duane Holm felt that strengthening and upgrading LSAC's should be the real issue on the table. Right now there are three LSAC Specialists but the position to oversee these three specialists has been eliminated. Carol Burrus said the LSAC's can only be as effective as the principal allows them to be.

Pat Timm's view over the past ten years has been that the district has never wanted to make it work and neither the policymakers nor the administrators were ever willing to share power at that level or were committed to putting the kind of staff, training or leverage in place to make this Local School Advisory Council an important function in the schools. Karla Irvine suggested Zakia keep an eye on these meetings as to what is happening because some centralism is the only way desegregation is going to work. Pat Timm offered to share her past experiences and expertise in this area to the committee.

The next agenda item was the Cincinnati Youth Collaborative. Duane Holm reported since their intensive work on the Taft Pilot Project, they feel that waiting to deal with kids until after they are in school is waiting too long. Their efforts have been to coordinate the social services (health, mental health, etc.) so they would have more of an impact from the time they were born until they entered school. Right now they are trying to identify the test areas in which they will work. The committee is divided on school attendance areas. Some are pushing for the West End or Price Hill and I am pushing for double neighborhood schools. If we want to make an impact on these kids we need to make sure there is continuity between the preschool experience and the school experience. A motion was passed to send a letter to the three Co-chairs of the Cincinnati Youth Collaborative to point out the communication of policy that doing one neighborhood instead of doing school attendance in two neighborhoods is undermining the school's ability to integrate.

The next agenda item was the Urban Appalachian Council. Zakia McKinney and Carol Burrus reported that the group is basically a community based grass-roots group of people who want to support education in the city. There are a lot of groups represented (community, unions, organizations with the system, PTA, CASE) on the committee who are trying to help the image of the public school system both in the community and through the media. The name of the group is the Coalition United for Education.

Lillian Jones and Carol Burrus reported on the Education Summit to the Committee. Lillian said the meeting started with people getting together and talking and then a principal, teacher and student and community person addressed the group. After that a person from Seattle who had been involved in that process explained how they had gotten started and how it worked in that city. Later the people were divided into groups with the purpose to see if they should continue, meet again, and how to proceed. After deciding the group would proceed forward, they started their present task of developing a mission statement. Carol Burrus indicated that when the man from Seattle was discussing their situation, he could have been talking about Cincinnati Public Schools. He talked about the papers being down on them, how they couldn't get the media to come around and how everyone was against the Superintendent and put the blame on her. Lillian said the idea was not to pass a levy but to do something to improve the schools and get the city more involved. The passing of a tax levy would be a by-product rather than a goal. Duane Holm said there were three things that stood out to him about the Seattle situation. The first one was that desegregation played a big role in the situation that made this necessary. The second thing was that the community groups talked about the priorities instead of the problems and solutions. The third thing was that they didn't really come up with any new ideas. What they really did was to reinvent the community of Seattle. It enabled them to communicate a sense that we're all in this together. Carol Burrus said the group is not attacking the school system nor looking for the school system to change, but looking to see what the city can do for the school system. One point was to find out how the community defines quality education. The important thing the summit is doing is bringing people from the Cincinnati area together to talk and hopefully all sectors will contribute.

Monty Whitney asked Dr. Lewis to report on the Alternative Programs. Dr. Lewis reported the High School for Teaching Professions at Hughes is being planned for implementation this fall pending final approval from the Board. Applications have been received for the program for grades 9 and 10. Money to purchase equipment was requested in the Magnet Grant which we haven't received any word on yet. The principals at Burton and Bond Hill have requested the Alternative Office give them some special help through the Open Enrollment Program to integrate their student bodies. Special publicity for recruitment to these schools will be initiated. At the present time a Discipline Study is being conducted regarding racial bias on suspensions in response to questions concerning this from Dr. Gideonse.

Monty Whitney skipped the report from the Facilitator due to his absence.

The first item of Old Business discussed was the Statement for Judge Rice from the Task Force Committee. Marian Spencer suggested the Task Force establish a procedure to begin work on a statement that would express both group and individual opinions. The original idea was for individuals to compose a statement and submit it to the Chair. In turn, these statements would be discussed for similarity and diversity. It was decided members would submit their statements to Bob Brown by March 25th.

The second Old Business item was the Montessori Middle School. Duane Holm distributed a draft copy of a letter to the Board requesting the impact of a new alternative. This is addressing the possibility of additional Montessori elementary schools, or a Montessori Middle School which was requested in the Magnet School Grant. Karla Irvine moved that the letter go out under the names of both chairs with Hendrik Gideonse seconding the motion. The motion carried that the letter would be sent to the Board under the signature of both chairs.

The first item under New Business was the Teacher Reductions. Duane Holm gave everyone a draft of a letter to the Superintendent regarding how the teacher cuts from the budget reductions would affect the school faculties' racial balance. The letter's purpose is to alert the Superintendent and express the Task Force's concern about racial balance of faculties that a potential problem could occur within the school system from the cuts. A motion was made to put a period after the word reassignments in the last line of the fourth paragraph and delete the rest of the sentence and send the letter under the signatures of both chairs.

The last agenda item was future Task Force Activities. Duane Holm suggested that the Task Force do another study similar to the previous one that compared desegregation in Cincinnati to Cleveland, Columbus and Dayton and compared Cincinnati to the other cities in terms of enrollment, major composition and Taeuber Index.

The next thing Mr. Holm discussed was the possibility of bringing Christine Rossell, Professor of Political Science at Boston University and author of the article The Carrot or the Stick for School Desegregation Policy, to Cincinnati to discuss the approach Cincinnati is taking regarding Magnet Schools. He felt it would do good to have someone reinforce the approach Cincinnati is taking on desegregation. It was discussed by the Task Force and decided to delay any decision on this item at the present time.

Mr. Holm felt it would be a good idea to contact the community groups in the city, especially ones who have been contacted previously, to get their opinions and thoughts concerning the Bronson Settlement. Pat Timm made a motion and Hendrik Gideonse seconded it to contact these groups. It was decided by the group that Duane Holm and Hendrik Gideonse would contact various community groups who testified in support of the settlement agreement at the Fairness Hearing and ask them for a reaffirmation of support. In addition, they would be asked for their opinion as to what has been achieved, how do we hold on to what has been achieved, and how do we accomplish the things that still need to be done.

Marian Spencer indicated she had responded to the Enquirer editorial of Tuesday, February 26, 1991. The Task Force decided to ask both Chairs to respond to the editorial.

Dr. Gideonse suggested that in view of the many tasks at hand he felt it necessary for the Task Force to meet twice a month for the remaining months before the Final Hearing in May. It was moved to set up the meetings, and if it wasn't necessary to have them they would be canceled. The meetings have been scheduled for April 1, April 15, May 6, and May 20, 1991. Because of the Facilitator's Office Building being closed at 9:00 PM and the possibility of the Task Force Meeting extending past that time, the meetings have been moved to the Board of Education, 12th Floor Dining Room, 230 East Ninth Street, Cincinnati, Ohio 45202. The time will remain at 7:30 PM.

The meeting was adjourned at 9:45 PM.

smt

COMMUNITYWIDE TASK FORCE MEETING

April 1, 1991

Minutes

Members Present: Robert Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel

Also in attendance were: Dr. Robert Evans, Facilitator and Dr. Jack Lewis, Director of Alternative/Settlement Office

Robert Brown opened the meeting at 7:35 PM. He distributed copies of an agenda, copies of four position statements from Task Force members, copies of endorsements received from David Phillips of Cincinnati Youth Collaborative and Dwight Hibbard from Cincinnati Bell, a School Finance Update from Cincinnati Public Schools, and a response from Robert L. Braddock requested by the Task Force concerning the Montessori Programs.

Cheryl Grant made a motion to approve the March 4 minutes with the necessary corrections. Dr. Gideonse requested making a change on Page 4 in the third paragraph. The third sentence should read, "It was decided by the group that Duane Holm and Hendrik Gideonse would draft a letter to contact various community groups who testified in support of the Settlement Agreement at the Fairness Hearing and ask them for a reaffirmation of support." A vote was taken and the minutes were approved with the one correction.

Robert Evans reported the structure of the May hearing has not been established yet. Judge Rice and the attorneys are to talk some time this month about the content of the May hearing. Dr. Evans felt both sides had put forth their basic arguments at the hearing on January 22nd. Dr. Evans indicated that as soon as he knew anything he would share it with the Task Force members.

Dr. Lewis reported that work on the new High School for Teaching Professions is underway with a plan to implement the program this fall at Hughes Alternative Center. It was presented to the Board of Education a week ago just to bring them up to date on the status. The major goals and overall strategies are near completion. The outline of the student studies will be similar to the Paideia Program in the core curriculum but then each year they will take a carefully graduated sequence of activities (classes, field trips, and speakers) to better acquaint them with the field of education. In the student's junior and senior years they will be doing mentoring and tutoring and then some micro-teaching experience to fully acquaint them with both elementary, junior high or middle school, and senior high level teaching duties. Hopefully there will be 150 students there in the fall. Eventually the program will accommodate 300 students. The facility at Hughes will require some renovation. The actual operational costs of the program are not high compared to some of the other programs.

Dr. Lewis reported that no word has been received regarding the Magnet Grant. The U.S. Department of Education did contact him requesting additional data and information that they had not asked for in the original grant application. The bulk of the money from the grant will be used to strengthen and upgrade the present alternative programs (in-service training, new equipment, and other things). Usually they announce a decision in July, but since the process was initiated earlier this time, hopefully a decision will come sooner. If the funds from the grant are not received, it is anticipated the Teaching Professions Program will still be implemented with the rest of the activities put on hold.

Duane Holm reported on the Coordinating Committee meeting. The funding cuts as they were being reported from the state seem to have a very heavy impact on low income kids. Mr. Holm was concerned if this item should be addressed at the court hearing. He suggested it be incorporated in the items submitted to the court. He reported that the Reading Recovery Program is going to be implemented in two of the Coalition of Innovative Schools and one other school in Cincinnati next year. This is a special intensive remediation at the first grade level which teaches them the whole strategy of reading all over again. The state is picking up the tab on this and the teachers can get training while they are actually doing the teaching.

Mr. Holm reported on the Coalition United for Education. He explained that the group was started by the CFT, Urban Appalachian Council and PTA's and was concentrating on developing grass roots support for additional funding locally and statewide. A letter-writing campaign at the state level is beginning to build support for the local school levy.

Louise Spiegel expressed concern about the closing of the Peter H. Clark Academy which was created expressly to educate the at-risk student. Dr. Lewis clarified that the state was withdrawing some of the money used in the funding of the school but since the school is funded from various sources, he saw no reason for the closing of the school. Cheryl Grant asked if an evaluation study had ever been done on the school. Dr. Lewis stated that an evaluation study was completed last year on the school and that he would distribute a copy to each Task Force Member.

Dr. Gideonse read a copy of the letter that was sent to various organizations and individuals asking them for letters of support to the Settlement Agreement. It was suggested the Task Force members possibly call these people and offer to talk to them regarding their opinions.

Mr. Holm stated that MARCC was willing to prepare and publish the updated information from the Ohio Department of Education that compared the cities of Cincinnati, Cleveland, Dayton and Columbus. The original study looks at what happened to the total enrollment, black/white enrollment, black percentage and the Taeuber Index from 1974 to 1985. The updated version would cover 1985 through 1991.

Discussion ensued about the merits of Christine Rossell speaking in Cincinnati concerning desegregation. Duane Holm had contacted her and since she will be in Columbus on the weekend of May 4, she was willing to come to Cincinnati to speak at noon on May 3. The cost of her coming would be the difference of her flying directly from Boston to Columbus and back or going by way of Cincinnati and a $500 honorarium fee. Since Christ Church is available at noon on that Friday at no cost, it would be a good location since many people are familiar with attending their Community Forums, getting a quick lunch, hearing the speaker, asking questions and being out in a little over an hour. Duane Holm presented the motion that the Communitywide Task Force sponsor Christine Rossell's talk on May 3 and seek additional co-sponsors who would participate in the funding. A vote was taken with six voting yes and two opposed.

Lillian Jones reported on the Mayor's Conference. The meeting is set for June 1 from 9:00 AM to 12:00 Noon. The group that had convened had been set up into committees and they were meeting to work out the details of these meetings. The committees that were established were a Facilitating Committee, Site Selection Committee, Finance Committee and an Administrative Committee. Ms. Jones and Ms. McKinney are on the Facilitator's Committee. Duane Holm is on Community Outreach and Carol Burrus is also on a committee. The Facilitator for the Conference is Steve Sunderland, who is in charge of training the Facilitators. There will also be meetings on Sunday, June 2, for those people who can't possibly attend the Saturday meetings. The Mayor's agenda will be determined by the response of the community after which priorities will be set.

Marian Spencer read an article from the NANA News which expressed their concern that they don't feel they are getting support in terms of allowing more children from that neighborhood to attend the Montessori Program at North Avondale School. Unfortunately, Alternatives, by default, reward people who live in segregated neighborhoods and penalize people who live in integrated neighborhoods. If you are a black minority in a school you can't get out, and if you are a white minority in a school you are also locked in. NANA felt one neighborhood child should be let into the program for every child from outside the neighborhood who is admitted into the program. Dr. Lewis explained he had met with the people from NANA on February 20 and talked with them several times. He explained it is a little more difficult for those children to get into the program but it is not impossible. Lillian Jones suggested possibly pointing out to the NANA group what the consequences would be if mandatory busing were in effect versus the voluntary system of the Alternative Programs. Another solution would be the addition of more elementary Montessori programs which would be more Taeuber positive than a middle school Montessori.

Bob Brown received four position statements from various Task Force members for the May 29 hearing. He indicated if anyone still wished to submit one they could do so. He asked the Task Force members to peruse the statements received and respond to him with comments regarding the statements by April 15th. Since it was felt it would not be necessary to have an interim meeting, it was decided to cancel the April 15 meeting. The next meeting will be on Monday, May 6, 1991, at the Board of Education, 12th Floor Dining Room, 230 East Ninth Street, Cincinnati, Ohio 45202 at 7:30 PM.

The meeting was adjourned at 9:00 PM with no consensus being reached whether Duke or Kansas would win the NCAA Game!

smt

H-1-30

COMMUNITYWIDE TASK FORCE MEETING

May 6, 1991

Minutes

Members Present: Robert Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator and Dr. Jack Lewis, Director of Alternative/Settlement Office

Robert Brown opened the meeting at 7:30 P.M. Dr. Gideonse made a motion to approve the minutes of the last meeting and Cheryl Grant seconded the motion. The minutes were approved as written.

Mr. Brown distributed copies of correspondence he had received to all Task Force members. This correspondence included four Bronson Statements and a response from Dr. Lee Etta Powell regarding the teacher cuts.

Dr. Evans reported that he and Judge Rice had visited all of the Low Achieving Schools and Coalition Schools over the past four weeks. They had the opportunity to walk around, observe, and talk with the principals and teachers in each of those schools. Their intent was to observe first hand as opposed to reading reports about the schools. Dr. Evans was asked if he was preparing a report of their visits and he said he had been asked to file a brief with the Judge. Dr. Evans informed the Task Force that the final hearing is slated for May 29 but now it is questionable whether a formal hearing will be held. Unless there is a need for the introduction of new and additional testimony, there probably won't be a formal hearing. The Judge does not plan to make any kind of final decision by the May 29th date, but will do so sometime in the month of June. The only stipulation he has is that it must be prior to June 30, 1991.

Duane Holm reported on the Coordinating Committee Meeting to the Task Force. He said the comprehensive plan for the Coalition of Innovative Schools was being redrafted to scale down some of the goals to more realistic levels. He indicated there was much concern about discipline. There were glowing reports about Winton Place School which has a new principal, Yvonne Hickman, who is doing some amazing things in improvements at the school.

Lillian Jones reported on the next agenda item, the Mayor's Summit. They have selected thirty-two sites for the meetings. They are recruiting enough people to have facilitators and two recorders at each of the meetings.

There will be two trainees for them at the two different times on May 14, May 15, May 17 and May 18. The two meetings will be the same each night so if one person can't attend one, they can attend the next night. The final two meetings will take place on Saturday, June 1st, and Sunday, June 2nd. Duane Holm said the advertising campaign is calling the meetings the Citizen's Soapbox for Better Schools. It all revolves around getting your chance to get up on the soapbox and say what you have to say. The real purpose is to find out people's educational priorities. He suggested as many of the Task Force members as possible attend the meetings. Marian Spencer commented it was a shame something like this hadn't been done before the last tax levy campaign since it could have generated more interest in the campaign.

The next agenda item was a report on CASE. Duane Holm said the annual meeting was being held the following night. He indicated they were talking about paring down and focusing on school funding and levies.

Robert Brown reported on the Task Force Position Statements. He said there were two drafts that had been coalesced into final form. He indicated the one he had sent out was missing Exhibit A which was a letter from Hendrik Gideonse dated January 3, 1990, which dealt with the discipline issue with an update on it for the following school year. He felt that unless there was some significant shift in opinion or change, it would end up with a split 7-7 support on the statements. He advised the members to subscribe to whatever statement they endorsed or issue their own individual statement. Everyone was invited to ask any questions they might have concerning the draft statements. Dr. Evans reiterated the court's position at this time. He said the court could only judge whether the contract agreed to had been lived up to or not. He said they could not arbitrarily start off on something else and order something else. They are at the point now that if it is agreed the Bronson Agreement has been reached, then the case is over, and if it hasn't been reached, jurisdiction for some limited amount of time until the agreement is reached will be continued. In essence, the Judge is only a referee to the court. Robert Brown suggested if the court dissolves jurisdiction, one more meeting should be set up to formulate suggestions or recommendations to the school board and the community and the NAACP from the Task Force Committee. Discussion followed about various points in the statements. Robert Brown suggested Judge Rice receive the statements approximately one week prior to May 29th with copies going to the attorneys of record and Dr. Evans.

Duane Holm suggested that MARRC would publish the update on the comparisons of the four Ohio cities. The Task Force was asked to testify before the Ohio State Board against the shift of a piece of territory out of what was then Greenhills-Forest Park into Wyoming. We were unable to do so but the hearing examiner ruled against the transfer because of its impact on racial balance.

Duane Holm reported that 80 people attended the talk given by Christine Rossell. Thirteen groups co-sponsored the event. Rossell expressed her thoughts that all three parties in the Settlement Agreement have reason to be proud of the agreement they entered into seven years ago. Her speech was taped and will be available at a later date.

The meeting was moved to the auditorium for viewing of the slide show on the Coalition of Innovative Schools by Dr. Lewis.

The next meeting will be held on Monday, July 1, assuming Judge Rice has made his ruling by then. It will be held at the Education Center in the 12th Floor Dining Room at 7:30 P.M.

The meeting was adjourned at 9:00 P.M.

smt

H-1-33

COMMUNITYWIDE TASK FORCE MEETING

July 1, 1991

Minutes

Members Present: Robert Brown, Carol Burrus, Zakia McKinney,
Duane Holm, Karla Irvine, Patricia Johnson-Baker,
Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel,
Patricia Timm

Also in attendance were: Dr. Robert Evans, Facilitator and
Dr. Jack Lewis, Director of Alternative/Settlement Office

Robert Brown opened the meeting at 7:30 P.M. The minutes from the last meeting were approved as submitted.

Robert Brown asked Dr. Evans to report to the Task Force Committee. Dr. Evans suggested the Task Force focus their attention on essentially the two issues that were deemed out of compliance, low achieving schools and the issue of discipline. The third item is expected to be resolved by the time school reopens. Dr. Evans was asked about the telephone call on July 9th. He explained he felt the call was to be responsive to any questions either side might have about the opinion or the implementation thereof. He reiterated that the Board is supposed to return to the Court in thirty days and tell them how they are going to work with the Task Force and the Facilitator. Dr. Evans felt Judge Rice expected the Task Force to continue as it is currently constructed for the two year period but look for some way to become a more permanent body in the future.

Dr. Lewis reported that the Ad Hoc Discipline Committee had met the previous week. Louise Spiegel and Pat Johnson Baker, both from the Task Force, had been in attendance. A preliminary report of the tentative findings of the analysis of the student suspension data was shared with the committee. The meeting went well and a report had been filed with the Superintendent. Dr. Lewis reported the Alternative Programs have a little over 14,000 applications on file. There have been 5,200 students accepted up to this point. There are still some openings and the office is recruiting to fill programs and improve racial balance in schools and reach all goals.

The Mayor's Summit and its success were discussed. Lillian Jones reported approximately 2,000 people attended the meetings. The majority of people felt this was a new way of approaching the community and it gave them an opportunity to share their opinions and ideas without any fear of reprisal. The facilitation was felt to be excellent and the attendees felt they were truly being listened to rather than trying to give an idea and have someone tell them the idea won't work. There was a strong desire to do it again in the future.

Carol Burrus reported that CASE (Citizens Active to Save Education) was having a bake sale the following day at noon on Fountain Square. It was noted that the group had changed their name from Citizen Active to Support Education back to the original name of the group when it was established in 1979 which was Citizens Active to Save Education. The original name was changed after the tax levy had passed.

Duane Holm reported on the Bronson Coordinating Committee. He and Karla Irvine are on the committee with department heads of the school system who have any responsibility for desegregation. Dr. Jack Lewis chairs the committee. One item discussed at the meeting was the possibility of receiving the Magnet Grant. The reception of the $2 million federal funds from the Magnet Schools Assistance Act hinges on Judge Rice's ruling since one requirement of the system is to be under a court-ordered decision. The High School for Teaching Professions is really in limbo right now. Funding for the program was to come from the Magnet Grant and from local money which is not likely to be forthcoming since it is not in the new budget. More than enough applications to fill the spots have been received but have been put on hold for the time being. Program planning stopped at the point where it was time to start spending money such as for room refurbishing. A final decision has not been made yet. Another topic discussed at the meeting was discipline. Concern was expressed that the discipline data is done by hand as opposed to being computer generated because of lack of funds. There is a need to revise the discipline manual with the possibility of Task Force involvement at that time. Since it was felt a considerable amount of communication is taking place through the committee, concern was expressed over the continuance of the Coordinating Committee. Duane Holm felt some recommendation could be made to the Superintendent and the Board concerning the continuance of the Coordinating Committee. Dr. Lewis offered to make the recommendation to the Superintendent to continue the Committee.

Pat Timm asked if there was some type of committee or cabinet for the Low Achieving Schools that the Task Force could become a part of. Dr. Lewis said that Dr. Good and Carol Bouldin meet periodically with the eight coalition principals and perhaps members of the Task Force could attend their meetings.

Robert Brown felt the Board would devise a plan and would be available to meet with the Task Force and Facilitator and would be receptive to any input. Mr. Brown discussed his viewpoints on discipline. Louise Spiegel felt there are many successful discipline plans across the country and perhaps we could use these plans as models for our system. Pat Johnson Baker suggested using the peer mediation system which has been initiated in several schools in our district. It was also felt if good things were happening within the schools that these things should be communicated to the public so the community is made aware that there are things that do work well. The other part of the discipline problem is the disparity and conscious racial bias.

Robert Brown mentioned the Fleming Meadows issue and indicated that the State Board of Education reversed the hearing examiner's recommendation and voted 11-9 to allow the transfer to go through. Even though the Task Force objected it was felt that there wasn't any way to pursue it since they shouldn't have received the notice in the first place.

Robert Brown offered to send thank you letters to the twenty-two organizations who sent letters to the Court indicating their support of voluntary desegregation. It was suggested a recap of the Judge's decision plus a request for their support of the upcoming school tax levy and their continued support throughout the next two years be included in the letter.

The issues of discipline and the fairness of discipline were discussed in detail. It was felt there was enough leadership in the group to come to some listing of priorities as to how they should proceed. It was suggested that the group look at the reality of the situation and understand the limitations of the school, personnel and budget and then follow through on some of the things children in those schools need. Dr. Lewis indicated his study, which was requested by a representative from the Task Force, shows the disparity in discipline is not very large. Mr. Holm felt the Task Force's commitment was to determine whether there are biased discipline policies. Mr. Brown felt the commitment was to find if there were any biased policies in terms of creating disciplinary misconduct. Mr. Brown suggested that, at the next Task Force meeting, more specific proposals on discipline and how the Task Force would organize themselves to deal with them could be presented.

The existence of the Board Bronson Committee was discussed. It was noted that Messrs. Braddock and Seitz and Mrs. Griffin (Chairperson) were on the committee. Mr. Evans emphasized that this committee was probably the group who would be approaching the Task Force and him since the Board is now obligated to tell him before they do anything. Mr. Brown suggested forming an Ad Hoc Liaison Committee and asked for volunteers for when the Board approaches the Task Force. The volunteers included Robert Brown, Carol Burrus, Pat Johnson Baker, Lillian Jones, Marian Spencer and Pat Timm.

Nelson Schwab questioned whether continuing jurisdiction for a minimum of two years would allow the court ample time to determine the probability of success of the initiatives implemented by Cincinnati Public Schools with regard to Low Achieving Schools. Dr. Evans said the Board adopted a five year plan which they spent the first year planning the plan with this past year being the first year of implementation. He felt two more years would be ample time for the judge to see results of the implementation of their plan. It was suggested that possibly a group of three to five Task Force members could form a visiting committee and meet individually with the schools. The school LSAC's could be involved in the meeting with information being shared so some reality of low achieving schools could be realized. Mr. Brown suggested the Task Force members be prepared to discuss in more detail at the next meeting how to gain more direct hands on familiarity with low achieving schools.

The next meeting will be held on Monday, August 5, 1991 at 7:30 PM at the Courter Education Center in the 12th floor dining room.

Mr. Brown adjourned the meeting at 9:30 P.M.

smt

H-1-36

COMMUNITYWIDE TASK FORCE MEETING

August 5, 1991

Minutes

Members Present: Robert Brown, Carol Burrus, Zakia McKinney, Cheryl Grant, Duane Holm, Karla Irvine, Lillian Jones, Marian Spencer, Patricia Timm

Also in attendance were: Dr. Jack Lewis, Director of Alternative/Settlement Office, Mr. J. Michael Brandt, Superintendent, Mrs. Jennifer Cottingham, Director, Coalition of Innovative Schools

Robert Brown opened the meeting at 7:35 P.M. Mr. Brown asked for a motion to approve the minutes of the last meeting. Mr. Holm asked that the last sentence on Page 2 be changed to read, "Even though the Task Force objected, it was felt that there wasn't any way to pursue it." Mr. Brown asked that the minutes be corrected on Page 3, second paragraph, second last sentence to read, "Mr. Brown suggested that the Task Force should consider not just whether existing discipline policies are biased but whether other approaches could be adopted to reduce both the absolute number of and the evident racial disparity in disciplinary incidents." The motion passed to approve the minutes with the above corrections.

Mr. Brown stated that no one from the Board had contacted the Task Force regarding the 30 day plan for the Judge. Dr. Lewis reported that Judge Rice had extended the deadline for submission of the plan until August 16.

Duane Holm made a motion to hold the Task Force meeting at one of the Low Achieving Schools beginning October 7 and rotate each month to another Low Achieving School using part of the agenda to transact business and the other part of the meeting to discuss issues particular to the school. Discussion ensued as to the merits and disadvantages of meeting at the schools. It was felt the meetings would have to be changed to the afternoon in order to perceive a clearer understanding of what is happening in the schools. It was felt attendance at the meetings would suffer. The motion was defeated since it was felt there wasn't enough merit in it to justify it. Dr. Lewis agreed to send a letter to the low-achieving school principals advising them that they may be visited by the Task Force members. Dr. Lewis will ask for a schedule of the eight Low-achieving School's LSAC Meetings. Karla Irvine suggested that the Task Force have an extra meeting every other month with one of them.

Dr. Lewis explained that some specific actions had occurred in the area of student discipline. Each individual school has prepared and submitted a discipline plan for their school. The system is updating the student Code of Discipline Handbook. This handbook spells out the discipline policies and procedures and what the system expects from the students and what the students may expect from teachers and principals and other administrators. He noted that Mrs. Spiegel served on this committee but Patricia Johnson Baker was unable to attend the committee meeting. He noted that a major change for the coming year will be that eleven types of misbehaviors now call for a mandatory suspension (as opposed to a possible suspension) from school for up to a maximum of ten days. This change resulted from the Board's recent agreement with the Cincinnati Federation of Teachers. Robert Brown asked if copies of the agreement could be sent to the Task Force. Dr. Lewis stated that he would obtain and send a draft of the tentative agreement. He noted that a bound copy of this document would be available at a later date. Robert Brown expressed concern over the provision in the contract that states if a teacher requests a transfer and is turned down twice, the third time he must be granted the transfer. Karla Irvine asked if physical offenses demand mandatory expulsion. Dr. Lewis stated that there were certain offenses in grades K-12 that now warrant mandatory expulsion.

Zakia McKinney asked what was new and different in terms of teacher training around cultural diversity, and assistance in dealing with discipline issues when it comes to dealing with students who culturally may not be understood. Karla Irvine asked if the Task Force could receive a copy of the new student handbook on discipline. Dr. Lewis promised to provide a copy as soon as it was available. The discipline plans for the individual schools and the system discipline plan were compared. All schools must implement the system discipline policy. The individual school discipline plan informs students and parents of the discipline code, forms a discipline committee at the school to help oversee the whole process, and tells how parents have a right to be involved in the discipline process. Some schools may have staff inservice training sessions, student in-school suspension classes and various other things. Robert Brown asked to receive a copy of the individual school discipline plan for the eight Coalition Schools. Cheryl Grant asked if there was a district-wide in-school suspension. Dr. Lewis explained that it is not district-wide because of the cost involved. Some schools implement an in-school suspension from special funding from outside sources like mini-grants. The money from these grants usually is not enough to pay for a teacher or Instructor Assistant to cover an in-school suspension class. Cheryl Grant felt we had a two-tier school system since some schools didn't provide the in-school suspension classes. Karla Irvine asked for a listing of the schools which have in-school suspension classes. Dr. Lewis said he had it for the past year but would get the current listing. Robert Brown asked Dr. Lewis to name the school which has the worst disciplinary problems at present since he might like to visit this particular school. Dr. Lewis stated he couldn't tell which school has the worst disciplinary problems since no one has close enough contact with all schools to do that. He stated he could provide records which show the schools with the highest number of suspensions and also a listing of the offenses. Mr. Brown asked him to provide a copy of that report.

Cheryl Grant explained she had a problem with the definition of discipline. She felt discipline was not the number of kids who had gotten in fights and gotten suspended but was whether the children were doing their homework, being attentive in class, etc. A school with a high rate of suspensions doesn't always reflect a school with poor discipline.
Zakia McKinney suggested looking at the eight schools the Task Force is responsible for and find out what the cause of disruption is and what is needed

in the way of an intervention to help stave off those disruptions. Karla Irvine suggested everyone not forget the Task Force was also responsible for the disparate effect of implementation of the discipline problem along racial lines.

Karla Irvine asked if there was still talk about a "special school" for socially disruptive children. Dr. Lewis said that was proposed years ago as an alternative program but was not approved by the committee and has not recently been proposed.

Pat Timm seemed to feel like it was counter-productive to mouth site-based management and end up with having practices that prohibit local school leaders and parents and staff from figuring out discipline policies that work in their school community.

Mr. J. Michael Brandt, the new Superintendent, entered the meeting and was introduced by Mr. Brown. He gave brief background information about himself and asked if anyone had discussed the personnel moves that had been approved by the Board that evening. He said the Directorship of Special Education was vacant so Carol Bouldin, who is the current Director of Coalition Schools, will move into that position since she had prior experience there. The Board approved Jennifer Cottingham, principal at Washburn School, to become the Coalition Coordinator. Her task will be to provide leadership to the Coalition Schools and also function in terms of developing a scheme of how neighborhood principals can function with fewer resources. There are very many entry level leadership positions in the system and after these people go through the basic paper and pencil process they will be assigned to Mrs. Cottingham for training and a five-week internship rotation through the Low achieving schools and some of the neighborhood schools. They will get the training and the schools will receive an extra set of hands. She will also be making contact with local universities to get recruits, student teachers and other types of personnel in low achieving schools.

Mr. Brandt said the Board had also approved the personnel move for David Shepherd, the current principal at Walnut Hills. He will become the new director of training and development. His task will be to help develop teacher effectiveness programs and leadership effectiveness programs. A main emphasis will be on classroom organization and management. Many of the top CEO's in the community have indicated they would lend resources and people to help with a training program that would be at no cost or very little cost to Cincinnati Public Schools.

Mr. Brandt indicated he was going to do more than meet with Dr. Evans and just comply with Judge Rice's order on August 16. He would also be involving his expertise in other areas and in developing concept ideas for teacher training.

Concern was expressed over losing good people in the schools to supervisory positions. Mr. Brandt explained his theory that if a principal who has demonstrated good skills can now train ten other principals who do not have the same level of expertise, then you have impacted ten additional schools. He feels a lot of people need an opportunity, training and development to become successful.

Marian Spencer asked if the discipline actions negotiated between the Union and the Administration would be happening immediately? Mr. Brandt stated the contract had not been ratified by the Union yet and that he and Mr. Mooney would be meeting to discuss the whole issue in terms of assuring due process and putting in elements of fairness. He indicated he would be working very closely with the principals to work with their staffs to make sure that there is an element of fairness involved and due process.

Jennifer Cottingham joined the meeting and was introduced by Mr. Brandt. She indicated she would be glad to attend the Task Force meetings and work closely with the group. Mr. Brandt stated he intended to have an administration of openness with clear communication and would welcome criticism. His intention is to go beyond compliance with Bronson and have a non-adversarial relationship.

Marian Spencer said she had a copy of the study of the schools in the Cincinnati Public Schools that brought the NAACP to make its initial charges against the local school board and offered it to Mr. Brandt for his perusal to possibly get a better understanding of the whole Court case.

Mr. Brandt left the meeting after receiving accolades from the group for his selection of Jennifer Cottingham as the director of the Coalition of Innovative Schools.

Duane Holm made a motion to write a letter to the Board to show support for extending Court jurisdiction for another year over staff racial balance in exchange for extending the time for Heberle School to be in compliance. Lillian Jones seconded the motion. After passing the motion, Mr. Brown offered to draft the letter.

The meeting was adjourned at 9:30 PM. Because of Labor Day falling on the first Monday in September and the next Monday conflicting with the scheduled Board meeting, the next Task Force meeting is scheduled for **Tuesday, September 3, 1991 at 7:30 PM in the 12 Floor Dining Room of the Education Center.**

smt

H-1-40

COMMUNITYWIDE TASK FORCE MEETING

SEPTEMBER 3, 1991

Minutes

Members Present: Robert Brown, Carol Burrus, Zakia McKinney, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator, and John Brunner, Special Assistant to Superintendent

Members Absent: Hendrik Gideonse, Cheryl Grant

Robert Brown opened the meeting at 7:35 P.M. A motion was passed to approve the minutes of the last meeting. Dr. Lewis introduced John Brunner as a representative of Mr. Brandt since he was unable to attend due to previously scheduled speaking engagements.

Mr. Brown introduced Jennifer Cottingham to the group for the benefit of the people who had not attended the previous meeting. She distributed a packet to each Task Force Member which contained information about the Coalition Schools. The first two items were press releases of the Superintendent's visit to the Coalition Schools on the first day of school which happened to be his second visit to the Coalition Schools. Another sheet contained a listing of the staff in each of the Coalition Schools and their funding. Each Coalition School had a chart of their CAT Score results by subject matter with comparisons of the previous year's scores to this year's. Ms. Cottingham explained that there has been progress. Another sheet showed the improvement in attendance by quarter and then for the total year. The goldenrod sheets contained the SIS Data which came from surveys sent to parents, students and teachers. Improvement was shown from previous years. The last sheet contained information about the staff at each school listing average age, attendance, and race. She pointed out the employee attendance is extremely high at these schools which is important for the children to be taught by the teacher rather than a substitute. Louise Spiegel asked about the high mobility rates in the Coalition Schools and Ms. Cottingham explained that the parents are getting the message on the importance of leaving their child in their original school. Nelson Schwab asked if Judge Rice had received the material presented when he had visited the schools. Ms. Cottingham said most of the data had not been available at that time but it would be included in the Facilitator's Report. Duane Holm asked why the scores in the primary grades were higher or showed more improvement than the intermediate grades. Ms. Cottingham said the primary classes are usually smaller and self-contained whereas the intermediate children change classes and are dealing with many different teachers. Several of the Coalition Schools have gone to self-contained in the intermediate grades in hopes of improvement.

The effect of recruitment to the Alternative Programs was discussed. Hopefully with viable programs in place in the Coalition Schools, the good kids will decide to stay. Louise Spiegel asked if there had been any change in the leadership of these schools. Ms. Cottingham said there had been changes in Assistant Principals but not in top Administrators. Ms. Cottingham hopes to really help with sensitivity training for the teachers and principals around the discipline code. The suspensions will be looked at in depth for the type of offense, and number of days for the offense.

Dr. Evans asked Jennifer Cottingham to model and comment on her uniform. Washburn has adopted a uniform for the children to wear. Ms. Cottingham indicated that a lot of parent involvement brought the project to fruition and that she is already seeing results of how the uniforms improve another factor in the learning process since everyone looks alike and no one is singled out because of the way they look. She said a neighboring Catholic School had the same uniform and had donated some of theirs along with benefactors to the school who contributed funds for the parents who couldn't afford them.

Mr. Brown talked about the copy of the Plan for Involving the Bronson Facilitator and the Communitywide Task Force in the Areas of Student Discipline and Low-Achieving Schools that everyone had received. Mr. Lewis said the Plan had been filed with the Court on August 16, 1991 and that is had been approved by Judge Rice. Mr. Brown asked Dr. Evans if he felt it would be possible to make any corrections or changes to the report. Dr. Evans said he felt that the Judge wouldn't mind any minor changes. Marian Spencer made a motion to change the report and Karla Irvine seconded the motion. A vote of 11-1 to submit the changes to the Board was made. The changes were: On Page 1 (a) Add the sentence "In addition, one Task Force designee or alternate may attend the monthly meetings of the "Superintendent's Committee on Bronson."; On Page 2 (b) Amend the first sentence to read "The Alternative/Settlement Director will provide copies of proposed plans and reports to Task Force members, as soon as they are available and in advance of their implementation and/or adoption, on an ongoing basis on the two issues noted above."; and on Page 2 (c) Amend the first sentence to read "The school system will review and respond in writing regarding any specific recommendations for action or requests for information (related to the two areas of continuing jurisdiction) authorized by a majority of Task Force members in attendance at any regular or special meeting or by an absolute majority of its members acting without a meeting."

Mr. Brown asked for volunteers from the group to serve on the various committees indicated in the Plan Report.

Superintendent's Committee on Bronson - Lillian Jones
Alternate - Louise Spiegel

Study Committee-Student Discipline - Zakia McKinney
Alternate - Hendrick Gideonse
Karla Irvine

Steering Committee-Low Achieving Schools - Carol Burrus, Pat Timm,
Lillian Jones, Pat Johnson Baker

Bronson Coordinating Committee - Duane Holm, Karla Irvine, Marian Spencer

Ad Hoc Discipline Committee - Louise Spiegel, Pat Johnson Baker, Zakia McKinney

Discipline Steering Committee - Robert Brown

Pat Timm suggested encouraging the Board Bronson Committee to meet regularly with two or three people from the Task Force to discuss ongoing shared work and the public relations around it. Mr. Brown suggested she draft a letter to that effect for his signature and review at the next meeting.

Marian Spencer asked Dr. Evans to comment on the suggestion that the Facilitator submit his report for review prior to it being presented to the Court and the media. He indicated he had no problem with that because he wouldn't change anything unless he wanted to and he felt the open communication would alleviate this problem.

Mr. Brown reported he had attended a meeting with Roger Effron, John Concannon, Jack Lewis and Bob Evans regarding staff distribution. He received a verbal report at that meeting that the Board had elected not to maintain the Heberle imbalance but to solve it this year and that they have redistributed teachers throughout the system to comply exactly with the plus or minus 5% policy. The report was to be distributed the next day indicating that the permissible limits at every single school had been met. Dr. Evans said that after he received the report he would visit the schools randomly to verify the numbers. Concern was expressed over transferring experienced teachers out of a school and replacing them with inexperienced ones. Ms. Cottingham said she would be working with new teachers in Bronson Schools on a weekly basis until January and then twice a month on Mondays to give them techniques, self-confidence and the proper training. She indicated new teachers are not all bad because they're fresh, full of energy and not burned out.

Mr. Brown said he had copies of the response submitted to the Board regarding Bill Seitz's resolution to appeal Judge Rice's decision. Since he didn't have enough copies for everyone, it was decided to attach a copy to the Minutes.

Pat Johnson Baker questioned the school enrollment numbers. Mr. Brunner said the newspaper articles were incorrect since they compared the first day of school to last year's October enrollment figures. The Communications Office did inform the media of the error but there was only a short article the following day in the paper and it didn't indicate that it was a correction to the previous article. The racial makeup of the students is not available until the October count. Dr. Lewis said that since the attendance on any given day is usually around 92%, the initial numbers were probably not too far off. Several factors such as school opening before Labor Day, the hot weather, parents not sending their children to school until their welfare checks arrive all contribute to poor attendance the first week of school.

Duane Holm mentioned the letter he sent to Task Force members in August regarding visiting the Coalition Schools to learn about them. Dr. Lewis said he had sent a letter to each Coalition Principal telling them to expect visits from the Task Force. Jennifer Cottingham suggested two Task Force members set up a buddy system and adopt a school and then those two people could make in-depth visits on different days to different classrooms. They could then share their information between themselves and then with the whole group. All facets of the school could be observed and possibly some professional help could be shared. **Mr. Brown suggested each member come to the next meeting with a Coalition School in mind to work with and visit several times over the next few months.** In January or February the meeting will be devoted to reporting and sharing what has been learned in the process.

Mr. Brown adjourned the meeting at 9:25 P.M. The next meeting will be held on **Monday, October 7, 1991 at 7:30 P.M. in the 12th Floor Dining Room of the Education Center.**

smt

Att.

President Braddock, Superintendent Brant, Members of the Board of Education:

Members of the Communitywide Task Force learned in Saturday's paper of Mr. Seitz' plan to present a resolution to the Board seeking an appeal of Judge Rice's findings in two sections of the desegregation agreement. While the following Task Force members recognize the authority of this Board to take such action, we believe that the Cincinnati Public Schools are better served by concerted efforts to address the issues of unbiased discipline practices and academic progress in low achieving schools. Continued defensive posturing delays Board leadership and attention to these areas where the Court has found the need for further improvement. We urge the Board to reject the resolution to appeal the Judge's findings.

We do not share the perception that the Court's continued jurisdiction puts the District in a "straightjacket." Rather, the Court's presence assures all District residents that equality of educational opportunity will be foremost in the deliberations of this Board and the actions of this Administration.

The Communitywide Task Force has been charged with the responsibility of securing community support for the District performance in these two remaining areas. We urge the Board to get on with these efforts and to seek ways to utilize Task Force members to accomplish these goals.

Respectfully submitted,

Pat Ziegel Timm
Robert Brown
Carol Burrus
Hendrik Gideonse
Karla Irvine
Patricia Johnson-Baker
Lillian Jones
Louise Spiegel
W. Monty Whitney

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 15, 1990
1.	Communitywide Task Force	1a.	The Communitywide Task Force met October 1, 1990 with Deputy Superintendent, Lionel H. Brown, to discuss discipline and the Settlement Agreement.
2.	Alternatives and Open Enrollment	2a.	Dola McMullen has been selected to fill the position of Associate in the Alternative/Settlement Office. In this position, Mrs. McMullen will be responsible for completing many of the duties performed previously by Jerry Mitchell. Included in Mrs. McMullen's job duties will be the coordination of the student application process for alternative programs.
		2b.	Alternative program principals have been asked to update student program rosters, and a final count of students by program will be reported when this updating has been completed.
		2c.	The alternative program application has been updated for the 1991 application cycle, and bids for printing have been requested.
		2d.	A meeting was held with principals in bilingual program schools to discuss their program organizational structure for the 1991-92 school year. A report will be sent to the Superintendent for consideration and action.
		2e.	Meetings have been held with Kathleen Ware and Rosa Blackwell regarding development of the High School for the Profession of Teaching for the 1991-92 school year. In addition, a program design team, including teachers, administrators, parents, and local university representatives, has been formed to assist with program planning. The design team had its first meeting on October 17th.

COMPONENT		STATUS AS OF OCTOBER 15, 1990
	2f.	Meetings have been held with the principals of Montessori schools to discuss development of a Middle School Montessori program. In addition, a meeting was held with a group of Montessori program teachers and parents regarding the middle school program. Follow-up meetings will be held with this group as program plans are made.
	2g.	Word was received from the U.S. Department of Education's Magnet Schools Office that this deadline for Magnet Program grant applications has been reset for December 15. Dr. Robert Townsend is preparing our district's grant application.
	2h.	The Alternative Office has initiated a review of procedures for publicizing and processing student applications for programs. The review will include individual and group interviews with principals and parents. Any change in procedures resulting from this review will be implemented during the 1991 application cycle.
	2i.	A survey of principals regarding scheduled student intermingling between alternative and non-alternative program students in combination buildings has been completed. Survey results will be used to prepare a report on the alternate Taeuber Index as requested by the Communitywide Task Force.
3. Other Means for Reducing Racial Isolation	3a.	Student Activities A. Over 300 senior and junior/middle school students kicked off 1990-91 Teen Institute activities on September 27 and October 11. The Institute is sponsored by the district's Just Say No/Substance Abuse program. At these meetings, a representative group of youth from each school met at "youth staff" members of the Institute to plan activities for the individual school Institutes scheduled throughout 1990-91.

B. Regular interscholastic athletic activities have allowed our students to compete with students in nonpublic or suburban districts. Data from August-October 1990 reflects:

	No. Nonpublic Schools Represented	No. Games Played
Varsity Volleyball	25	42
Varsity Football	33	67
Junior/Middle Volleyball	7	76
Junior/Middle Football	14	91

3b. Other Activities

The first Multicultural Education Districtwide Representative meeting was held in October. Teachers attending this meeting received Appalachian Ideabooks, a guide of multicultural activities, and a listing of common multicultural words and phrases. The teachers also heard presentations about the social studies curriculum update and the Center of Peace Education programs.

4. Coalition of Innovative Schools

4a. Staffing Considerations

The emphasis of the project for this year has been placed on addressing the needs identified by the staffs of the eight schools. Through the creative use of Chapter One and other funds, all of the schools have received a considerable amount of additional service.

All of the schools have been able to reduce class size in at least some grades. More will be said about that activity. For the first time there is at least 0.5 assistant principal service in each school. Extra visiting teacher, psychologist, and nursing assistance have been added to the schools. The students are benefiting from the highly motivating presence of art, music, and physical education programs.

Unlike previous years all teaching vacancies have been filled and only one principal assignment has been changed. The exception is the new principal assigned at Windsor School.

4b. Instructional Delivery

The major strategy for improving the instructional program in the schools relates to the ability of the schools to reduce the class size with emphasis on the early grades. By declaring the eight schools, Chapter One Schoolwide Programs, and using a school based shared decision making process, additional teachers were added to the schools. The result is a significantly reduced class size and a greater opportunity for teacher attention to the needs of individual students. Some of the schools have also created new services such as transitional classes which permit needy students to take a longer time to reach their objectives without the stigma of failure.

A second strategy has been to attempt to extend the instructional time available for each child through the use of tutors during the school day or after hours. The schools are also using older students as tutors in a cross-age program.

Third, all of the schools have participated in staff training in test data analysis. The intent is to focus on the test results to identify skill areas that need to be reinforced and to provide the student additional help with test taking skills.

Finally, greater emphasis has been placed on the highly motivating and educationally critical art, music, and physical education programs.

4c. Impact Teams

The comprehensive manual for the Impact Teams has been developed and will shortly be available. In the meantime, the teams are working in all of the schools on the psychological and emotional needs of the students.

As indicated, all of the schools have received additional psychologist and nursing time to help with the most needy students.

4d. Parent Involvement

Through the Schoolwide Chapter One Program, all of the schools now have a Parent-School Facilitator whose task is to create linkage between the home and the school. Working out of the Coalition Schools, the facilitators contact parents as needed to share information regarding specific needs of the students. They also serve as a bridge between the home and the school when parents have concerns. They are particularly valuable given the high mobility rate in many of the schools.

While data are being collected regarding the number of parental contacts being made, all of the schools have reported an increased attendance at parent conferences, Back to School Nights, LSAC meetings, and Open Houses. The requests for parent workshops in such topics as the district's math program also speak to the importance of the facilitator.

4e. Discipline

The best education can occur only when the discipline of the school is well maintained and a quality learning environment exists. To address that need, the schools have used programs to enhance the self-image of the students. Examples are a "B Your Best Self" program at one school; the use of the LINKS program for Appalachian youth; and the use of the Black Male Coalition.

4f. Inservice

Among the inservice activities conducted or in a planning stage are the ROPES team building workshops at the remaining schools that had not previously participated; teacher participation or shared decision workshops; Effective Schools Workshops by Jim Jilek and continued efforts on school based management.

Each school is planning its own inservice for all staff. There are at least two topics that will be particularly emphasized this year. They are how to effectively use the lower class size to the advantage of the students and how to restructure the schools into non-graded or cross-age primary units.

4g. Other

The Schools are emphasizing the cultural enrichment programs through the use of extra art, music, and physical education teacher service.

Special focus on the ambiance of the schools has resulted in more attractive schools. Examples are the work in the design stage to convert an abandoned pool at Rothenberg into a modern media center and several landscaping projects.

A newsletter on the activities of the Coalition of Innovative Schools is in the developmental stages.

The sixth grade students are receiving special tutorial and leadership training program as part of the bridging programs into middle school funded and designed by the Earn and Learn Program.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 15, 1990
5. Staff Development	5a.	On October 18, 1990, a districtwide orientation meeting was held for Multicultural Education building representatives at the Staff Development Center. At this meeting, thirty representatives were exposed to multicultural resources available in the Professional Library. The agenda included an update by Dr. Dean Moore on the social studies curriculum and Ms. Ophelia Kelly Azariah shared information on the training programs offered by the Peace Education Center. Mona Morrison gave details about a Multicultural Newsletter to be distributed twice this school year to schools and to Education Center personnel.
6. Staff Racial Balance	6a.	With transfers completed, a full report on staff racial balance will be provided in November, although early computation indicates that, again, the majority of schools are in compliance.
7. Housing Plans of City	7a.	We have received no additional notices of new housing developments during this time period.
8. Community Education	8a.	One Alternative Program Information Specialist worked for two weeks during this period in an effort to recruit students for known vacancies in alternative programs.
	8b.	The Alternative Program Information Specialists are scheduled to return to work on December 3, 1990.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 15, 1990
9. Communitywide Publicity and Marketing	9a.	Alternative Applications - Began planning, organizing, and production of 1991-92 alternative application (regular, priority, sibling). Sent bids, updated programs and copy, and made preparations for printer to pick up on November 2nd. Developing other publicity plans for the 1991-92 alternative application period including distribution of applications, direct mail pieces to inform parents of the application procedures, and target campaigns for specific programs.
	9b.	Coalition of Innovative Schools - Continue to develop first issue of the Coalition Connection, a newsletter for and about the eight Coalition of Innovative Schools. Three issues will appear this school year, the first one is scheduled for completion by end of the November. It will be mailed to parents and distributed to school personnel and the communities surrounding the eight schools.
	9c.	Roll Hill - Publicized the school´s new RIBET program (Reading is Bringing Everyone Together).
	9d.	Shroder Annual Progress Report - Completed artwork and sent to printer.
	9e.	Cincinnati Academy of Mathematics and Science - Completed production of brochure scheduled to be delivered the week of November 5th.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 15, 1990
10. Transportation and 11. Extracurricular Activities	10a.	Pupil Transportation has purchased tokens from Metro and the tokens are being distributed to schools according to a directive sent to principals by Kathleen Ware and Joe Bell.
12. Discipline Reports/ Discipline Plan	12a.	Area I Report - In accordance with the Local School Discipline Plan, twenty-eight (28) schools have formed discipline committees and submitted local school discipline plans. Principals are signing all suspension letters with recommendation for expulsion. Principals are attending all expulsion hearings. No Diploma, No Drive -- 100 letters have been sent to the Bureau of Motor Vehicles.
	12b.	Area II Report - Specific data regarding suspensions and expulsions will be available in the report period following the close of 1st quarter. No other report at this time.
	12c.	Area III Report - No report submitted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 15, 1990
13. Unbiased Tests and Policies	13a.	A report on student racial isolation within buildings has been prepared and approved for distribution. Work continues on an analysis of discipline data for the 1989-90 school year. A special survey has been initiated regarding student suspensions during a five-week period of the current school year. Results of this special survey will help to identify the settings in which student offenses occur, the actual offense made by the student, and the appropriateness of action taken. No activity is currently underway utilizing the unbiased test selection procedure.
14. Evaluations Related to Settlement Agreement	14a.	Continued progress on the Open Enrollment, Alternative Programs and Coalition of Innovative Schools reports.
	14b.	Continued progress on the report concerning student placement within school buildings.
	14c.	Prepared data file of student suspensions and expulsions.
	14d.	Provided various student counts and rosters to the Alternative/Settlement office.
	14e.	Monitored weekly racial composition of schools and its impact on Taeuber Index values.
	14f.	Presented CAT results to staffs at Heberle and Hoffman. These presentations included the identification of relative strengths and weaknesses.
	14g.	Made school profile presentations to staffs at Washington Park and Rothenberg.

14h. Made presentation of CAT results disaggregated by program to administration of Hughes Center.

14i. Supplied CAT results for all bilingual programs to AC&I supervisor for staff presentation.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF NOVEMBER 16, 1990
1.	Communitywide Task Force	1a.	Because of elections, the Communitywide Task Force postponed our regular meeting until November 19, 1990.
2.	Alternatives and Open Enrollment	2a.	Telephone calls were made to parents of waiting list students advising them of available space in certain alternative programs. A total of 170 parents took advantage of this opportunity and chose to transfer their child to the alternative program.
		2b.	Personal interviews were conducted with ten alternative program principals and three parent groups regarding effectiveness of procedures being used to publicize alternative programs and to process student applications. A survey of all program principals and additional parent groups is also being conducted.
		2c.	Work continued on the application for funding under the Magnet Schools Assistance Act.
3.	Other Means for Reducing Racial Isolation	3a.	There were no new actions to report during this period.

H-2-13

4. **Coalition of Innovative Schools**

4a. Staffing Considerations

There are no instructional vacancies in the Coalition schools at the present time. As several teachers left for personal reasons or additional teacher slots were created because of increased enrollment, new personnel have been recruited and assigned.

The additional staff assigned to the schools--counselors, teachers, home school facilitators, assistant principals, psychologists, nurses, and visiting teacher--have been providing regular and additional service to the children.

Donald Embs, retired principal of Losantiville School, has been recruited to provide support service in the absence of Carol Bouldin due to illness.

Plans are being made to involve Pete Rose as an Instructor Assistant in five of the schools from January to June, 1991.

4b. Instructional Delivery

The children continue to benefit from reduced class size which is facilitating the use of the district's new communication arts and mathematics program. Washington Park and Heberle are using a new transitional first grade approach to provide special assistance to some children. Oyler and Washington Park participated in a special science program sponsored by the American Physics Association. Windsor is working with the University of Cincinnati to become a demonstration school.

4c. Impact Teams

The Impact Teams continue to meet weekly to provide special support services for some targeted students. The extra nurse and psychologist are working with the teams. The Cincinnati Youth Collaborative Agency Coordinating Committee is going to assign additional support personnel to the teams.

4d. Parent Involvement
The Parent-School Facilitators are working to increase the parent involvement and support in the schools. A special Mobility Proposal is being developed to make Heberle a pilot school to address the problems inherent in high student mobility.

4e. Discipline
The additional services offered to the schools is resulting in a reduced number of office referrals. The School Resource Officer, for example, has commented on the improvement in the atmosphere at Rothenberg.

4f. Inservice
The schools participated in a conference on Restructuring designed to introduce the concept of non-graded primary units. This is only the first activity aimed at moving the schools in that direction to take advantage of the reduced class size.

4g. Other
The Coalition Connection, a newsletter, will be published by December 10, 1990.

Plans are being implemented for early 1991 for academic competition between the eight Coalition Schools. Each school will be represented by four 3rd graders and four 4th graders. This event is called the Brain Bowl. It is sponsored by the Urban League, University of Cincinnati, General Electric, and the Cincinnati Public Schools.

H-2-15

COMPONENT	STATUS AS OF NOVEMBER 16, 1990
5a. Staff Development	5a. A volunteer committee of the Districtwide Multicultural Education school representatives met in November to plan a cultural fair to be held on January 16, 1991. The fair is a Celebration of Cultures and will highlight some of the major aspects of various cultures. It will serve to provide school representatives with ideas to utilize in their local schools to improve intercultural and interracial understanding. The Multicultural Education co-chairs (Doris Stokes and Georgetta King) in collaboration with Mona Harrison in the Communications Office have planned a Multicultural Education Newsletter. The publication, Rainbow World: Bridging The Gap and Building Understanding, has as its mission to share the common goal of improving interracial/intercultural understanding in our schools. It will serve to link ideas, concepts and activities in supporting the effort to bridge and build understanding as the integrated Multicultural Education Program grows. The following are new Professional Library acquisitions: Americans, Too, Jerry Aten, HB, Multi, Ed. The Story of the Jews, Julia Neuberger, HB, 6, Multi. Ed. American Indians Today: Issues and Conflicts, Judith Harlan, 970.004, Ha. Teaching About Cultural Awareness, Gary Smith, 301.21 Sm.
5b. Educational Mobility	5b. Educational Mobility Assistance Program (EMAP) funds, allocated according to the number of students transferring among schools, have not been determined by the Ohio Department of Education for the 1990-91 school year for the district as yet. In anticipation of the allocation for 1990-91, some activities pertaining to the proposed projects have been initiated. The proposed projects are listed below, along with the Program Manager(s) for each:

COMPONENT		STATUS AS OF NOVEMBER 16, 1990
		Discipline Mini-Grants - Area Assistant Superintendents Urban Initiatives - Deanna Spring Project H.E.L.P. (Sayler Park School) - Mary Rozier Discipline Pilot - Lionel Brown Mobile Area Impact Teams - Area Associate Directors Communications to Parents - Lionel Brown Once the allocation has been determined, the district will submit the program descriptions for approval.
6. Staff Racial Balance	6a.	The attached report provides data regarding racial balance of all Cincinnati Public elementary and secondary schools for the 1988-89 school year.
7. Housing Plans of City	7a.	There was no new correspondence regarding housing action during this reporting period. Discussions were held with representatives of the City Planning Office regarding three new housing developments in the North Avondale area. These developments were also discussed with Mrs. Karla Irvine from HOME. Based on these conversations it is not possible to predict with great accuracy the likely issue on racial balance within schools.
8. Community Education	8a.	The three information specialists were on duty during this period to assist with the telephone calls to parents regarding vacancies in alternative programs.
	8b.	The three information specialists are scheduled to return to work on December 3rd.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF NOVEMBER 16, 1990**

9. Communitywide Publicity and Marketing

9a. Alternative Applications - Bids were awarded for 65,000 regular applications; 7,000 priority applications; and 15,000 sibling applications. Currently making the arrangements for the bulk mailings of both sibling and regular applications. In cooperation with the Alternative/Settlement Office, the Communications Branch is making provisions to insure that all parents (public, private, and parochial) receive applications as close to February 1 as possible.

9b. Annual Progress Reports - Completed annual progress reports for Shroder Paideia, Hughes Center, and Roberts Paideia Academy.

9c. Carson Montessori - Met with principal and two members of the school's local public relations committee to discuss strategies for an overall public relations plan which includes recruitment of students, development of materials, communication to parents and community, and building a positive image of the school. Developing a piece that shows the benefits and progression of Montessori education, as well as a logo, to create an overall school identity.

9d. Hughes Center - Began work to develop a recruitment campaign to get students and parents interested in one of five programs at Hughes Center for the 1991-92 school year. Updating materials and developing slide/tape presentations for the Paideia High School and the profession schools. Will continue to meet with the principal and program deans to carry out last years' plans which included: direct mail pieces, school visits to students, parent meetings, open house, newsletters, and telephone banks.

9e. The High School for the Teaching Professions - Met with members of the Alternative/Settlement Office to discuss recruitment and publicity for the teaching professions school which will open in September, 1991. A meeting with the Program Design Team to discuss strategies for recruiting students into the program is scheduled. From there, a complete public relations/recruitment plan will be developed.

COMPONENT	STATUS AS OF NOVEMBER 16, 1990
	9f. Coalition of Innovative Schools - The first issue of the Coalition Connection will be ready to go to press by December 1. The newsletter will be mailed to parents of students in each of the coalition schools and will be distributed to staff, community, and businesses, and other organizations involved in the coalition schools. Articles include: Chapter I school-wide projects, Brain Bowl, Student Focused Impact Teams, etc. The newsletters will be mailed by mid-December. 9g. Developed materials for the Alternative Information Specialists to distribute to students as they visit schools to recruit students into alternative programs. 9h. Assisting Kilgour Elementary with the design and layout of The Kilgour Bulletin which is distributed to parents and community.
10. Transportation and 11. Extracurricular Activities	10a. Procedures have been written by Curriculum and Instruction (C&I). Pupil Transportation Branch (P.T.B.) now distributes Metro tokens in bulk to schools selected by C&I and reports issues to C&I (Joe Bell). Schools distribute individually to Yellow Bus students participating in extra-curricular activities.
12. Discipline Reports/ Discipline Plan	12a. Discipline and attendance data reports for first quarter 1990-91 are not yet completed. A full report will be submitted in the December 1990 report.
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Evaluations Related to Settlement Agreement	14a. Finalized branch reports on Open Enrollment, Alternative Programs, and Coalition of Innovative Schools.

H-2-20

STAFF RACIAL BALANCE REPORT 1990-91

COMPLIANCE SUMMARY FOR RACIAL BALANCE OF SCHOOLS

CINCINNATI PUBLIC SCHOOLS
NOVEMBER, 1990

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1990-91

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of black and white teachers on the teaching staff of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of black teachers in each school. The mean percent of black teachers in the district for 1990-91 is thirty-one at the elementary and twenty-six at the secondary level. Each school is listed with the number of teachers on the staff, the number of black teachers currently assigned, and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	94.83	22.83	20	25	29
Anderson Place	32.0	10	8	10	12
Bloom	33.95	12	7	9	11
Bond Hill	22.9	9	6	7	8
Bramble	17.5	7	5	5	6
Burton	26.3	9	7	8	10
C.A.P.E. Elementary	32.0	9	8	10	12
C.A.P.E. High School	65.0	17	14	17	20
Carson	23.0	6	6	7	8
Carthage	19.8	5	5	6	7
Central Fairmount	29.0	9	8	9	10
Chase	39.4	17	10	12	14
Cheviot	19.0	6	5	6	7
Clifton	27.3	10	7	9	10
Clark Academy	21.0	7	4	5	7
College Hill	22.4	7.5	6	7	8
Covedale	27.0	9	7	8	10
Crest Hills	27.7	11	6	7	9
Dater	55.0	12	12	14	17
Douglass	32.5	12	8	10	12
Eastern Hills	45.8	15	12	14	16
Eastwood	22.0	6	6	7	8
Fairview	33.0	9	9	10	12
Gamble	43.4	13	9	11	13
Hartweil	29.7	9	8	9	11
Hays	32.0	14	8	10	12
Heberle	44.8	27	12	14	16
Heinold	31.5	15	8	10	11
Hoffman	19.7	13	5	6	7
Hughes	84.0	19	18	22	26
Hyde Park	18.2	6	5	6	6
Kilgour	19.4	5	5	6	7
Kirby Road	23.0	7	6	7	8
Linwood	15.0	6	4	5	5

JME512
11/16/90

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CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1990-91

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Losantiville	20.7	7	5	6	7
McKinley	18.0	7	5	6	6
Merry	45.0	12	9	12	14
Midway	28.0	8	7	9	10
Millvale	22.0	9	6	7	8
Mt. Airy	30.8	8	8	10	11
Mt. Washington	26.0	8	7	8	9
North Avondale	27.4	5	7	9	10
North Fairmount	23.7	9	6	7	9
Oyler	30.5	9	8	9	11
Parham	26.7	9	7	8	10
Peoples	48.0	14.5	10	12	15
Pleasant Hill	27.3	7	7	9	10
Pleasant Ridge	27.2	10	7	9	10
Porter	40.0	10	8	10	12
Quebec Heights	32.0	9	8	10	12
Roberts Paideia	53.6	12	14	17	19
Rockdale	31.0	11	8	10	11
Roll Hill	27.7	10	7	9	10
Roosevelt	21.6	4	6	7	8
Roselawn-Condon	39.5	12	10	12	14
Rothenberg	29.9	11	8	9	11
S.C.P.A.	75.2	17	16	20	23
Sands Montessori	31.0	7	8	10	11
Sawyer C.B.A./A.W.L.	60.0	17	16	18	22
Sayler Park	19.7	5	5	6	7
Schiel (PSAE)	24.7	10	7	8	9
Schwab	52.07	16	11	14	16
Shroder (Paideia)	49.5	10.5	10	13	15
Silverton	27.0	10	7	8	10
South Avondale	20.0	8	5	6	7
Swifton	19.0	5	5	6	7
Taft High School**	99.72	24.55	21	26	31
Taft Elementary	26.2	9	7	8	10
Vine	21.3	8	6	7	8
Walnut Hills	110.0	26	23	29	34
Washburn	27.0	9.5	7	8	10
Washington Park	26.5	8	7	8	10
Western Hills	134.0	28	28	35	42
Westwood	26.9	8	7	8	10
Whittier	27.7	8.5	7	9	10
Windsor	20.5	10	5	6	7
Winton Place	26.5	9	7	8	10
Withrow	136.5	43	29	35	42
Woodford	19.5	5	5	6	7
Woodward	92.03	21.4	19	24	29

* Includes only those faculty members computed for racial balance purposes. Positions such as librarians, counselors, and coordinating teachers are excluded.

** Includes day school adult program

JME512
11/16/90

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CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1990-91

Compliance Summary for Racial Balance of Schools

	Elementary	Secondary	Total	Pct.
Below Minimum	4	0	4	5%
At Minimum	10	2	12	15%
Between Minimum & Mean	5	7	12	15%
At Mean	11	3	14	17.5%
Between Mean & Maximum	8	1	9	11.25%
At Maximum	10	3	13	16.25%
Above Maximum	13	3	16	20%
	61	19	80	100%

Schools Below Minimum:

North Avondale
Roberts Paideia
Roosevelt
Sands Montessori

Schools Above Maximum:

Bond Hill
Bramble
Chase
Hays
Heberle
Heinold
Hoffman
Linwood
McKinley
Millvale
Schiel PSAE
South Avondale
Windsor

Bloom
Crest Hills
Withrow

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11/16/90

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF DECEMBER 14, 1990
1. Communitywide Task Force	1a.	The Communitywide Task Force met 3 December 1990 with William Phillis and James VanKeuren, of the Ohio Department of Education, to discuss how the State Fund works. The Task Force voted to send a letter encouraging the Board and the State to continue reducing racial isolation (enclosed). Dr. Lee Etta Powell attended.
2. Alternatives and Open Enrollment	2a.	Summarized and distributed copies of the alternative programs application process at the November 29th Districtwide LSAC meeting.
	2b.	Conducted special November recruitment effort which resulted in attainment of the Taeuber Index goal for elementary schools.
	2c.	Interviewed the Principals and/or Program Coordinators at CBA/AWL, Schiel, Quebec Heights, Linwood Academy, Clifton, Hughes Center and Shroder Paideia regarding procedures for alternative programs.
	2d.	Began coordinating plans for the annual Hyde Park Community United Methodist Church's Kindergarten Fair.
	2e.	Sent letters to community council presidents for 12 priority schools requesting their assistance in notifying parents of pre-school age students about the priority enrollment period.
	2f.	Student enrollment counts from October indicate that a total of 20,005 students are enrolled in an alternative program. Of this total, 11,834 (59%) are black. Based upon these counts, 39.1% of all students in our schools are enrolled in an alternative program.
	2g.	A count of open enrollment program students indicates that a total of 987 (97.5% black) students are enrolled in this program (423 in elementary schools and 564 in secondary schools). This is an increase of 175 students over the count for the 1989-90 school year.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF DECEMBER 14, 1990
	2h.	The Elementary College Preparatory programs at Burton and Bond Hill have been eliminated as alternative programs.
3. Other Means for Reducing Racial Isolation	3a.	Over 300 Teen Institute student members, from Withrow, Clark, CAPE and Woodward High Schools met at retreats held at the St. Francis Center. The students participated in the Pathways to Excellence Program.
	3b.	Washington Park Elementary School's Extended Day program features 12 after-school activities for students. Weekly, over 200 students participate in activities such as the handbell choir, brain bowl, young authors program and Boy Scout Club. Bus transportation is available.
	3c.	After school student activities at Sands Montessori have included Suzuki violin and cello classes; performing arts programs between Sands, Carson, North Avondale and Schiel Schools; soccer matches between Sands and North Avondale; and African-American book and science fairs.
	3d.	Losantiville Elementary students have attended Camp Joy and after school programs such as "Odyssey of the Mind." Students also visit neighborhood retirement centers.
	3e.	Western Hills High School students have formed a peer mediation panel to resolve student disputes.
	3f.	Central Fairmount, Mt. Airy and CBA-AWL school students attend each others' school programs and assemblies.
	3g.	SCPA continued the practice of non-traditional casting for school productions. In this fall's production of Annie, one cast included a black Annie and a white Daddy Warbucks and another cast included a white Annie and black Daddy Warbucks. This practice helps eliminate potential problems posed by lack of racially balanced roles and challenges the perspective of what most students consider to be family.

3h. Health and Wellness Student Assistance programs at Withrow, Peoples, Mt. Airy, Aiken, Taft, Woodward and Western Hills Schools promote interracial dialogue and understanding, and reduce racial isolation. Students of various races and ethnic backgrounds discuss common problems in small groups. Some schools, such as Taft High, have included cultural awareness segments in its Health and Wellness program.

3i. Withrow's African Awareness group, sponsored by the social studies department, meets weekly to engage in positive dialogue. The group is open to students of all races. Walnut Hills has an interracial group to promote understanding between African-American and Jewish students.

3j. November and December Athletic Activities - Girls and Boys Basketball

Girls teams from CAPE, Taft, Walnut Hills, Withrow, Western Hills, Aiken, Woodward and Hughes competed with girls teams from parochial and suburban schools in over 51 games. The Western Hills girls team will compete in the Norwood Invitational and Woodward's girls team, in the Middletown Invitational.

Boys varsity teams (same schools noted above) competed against teams from parochial and suburban schools in 51 games also. Withrow will travel to Bristol, Connecticut for the Arby's Classic Tournament, and Woodward, to the Las Vegas Tournament.

Division I schools: Bloom, Dater, Gamble, Heinold, Merry, Porter, Roberts and Schwab, and Division II schools: Crest Hills, Eastern Hills, Peoples, Roselawn/Condon, CBA-AWL, Shroder, Walnut Hills and Woodward, each have girls and boys teams that have played 16 games against teams in the division.

4. Coalition of Innovative Schools

4a. STAFF

Principals, teachers, and other staff members are very proud of their schools and the programs they are providing for their students. They were eager to share their success stories as we toured around their buildings. There was much evidence of mutual respect and cooperation.

4b. CLASS SIZE

One reason spirit seems high is the reduced class size. One school counselor told me that class size reduction "changed the atmosphere of the entire school."

		1989			1990		
	Grade	Total Classes	Total Pupils*	Ave. Class Size	Total Classes	Total Pupils*	Ave. Class Size
TOTAL	K	22	536	24.36	27	611	22.63
ALL	1	27	618	22.89	36	578	16.06
SCHOOLS	2	25	573	22.92	30	494	16.47
	3	21	464	22.10	26	443	17.04
	4	20	458	22.90	21	458	21.81
	5	17	435	25.59	21	417	19.86
	6	16	351	21.94	18	403	22.39
	7	3	56	18.67	2	39	19.50
	8	2	43	21.50	2	37	18.50
	TOTAL	153	3534	23.10	183	3480	19.02

*First Quarter ADM excluding Special Education Classes

The above chart shows the greatest reduction at the very important grades one, two, and three. The largest average class size is only 22.63 pupils at the kindergarten level. Another reason for feeling good is the extra h[illegible] from the additional staff assigned to the schools.

4c. IMPACT TEAMS

I have sat in on several Impact Team Meetings which every school has every week. The primary function of these groups is to coordinate or focus help for students who have been identified "at risk." Principals, counselors, home school facilitators, regular school psychologists, nurses, and visiting teachers participate in Impact meetings regularly. Classroom teachers, parents, and agency personnel are often invited guests for a portion of many meetings. Parents get a view of the many professionals trying to help their child and get information on their child's status in school, and recommendations concerning the parents role, and agency's role, or some special placement. Teachers may get some "tips" on how to deal with an academic or behavior problem. Representatives from agencies inform the team members of available services, resources, and procedures.

4d. AGENCIES

Don Trummel, Community Chest representative, has been meeting with Impact Teams to discuss and plan the Forward Pass Project. The primary goal of Forward Pass is to coordinate the delivery of human services to the "at risk" children/families in the Coalition schools. The agencies listed below have agreed to accept referrals from the Coalition schools on a priority basis.

Participating Human Service Agencies

Talbert House
Central Psychiatric Clinic
U. C. Alcoholism Clinic
West End Youth Crime Prevention Project
Multi-Cultural Adolescent Unit
Emerson North Hospital
Boy Scouts of America

Participating Human Service Agencies (Continued)
- Girl Scouts
- Mental Health Services North Central
- Santa Maria Community Services
- Urban Appalachian Council
- Findlay Street Neighborhood House
- Hamilton County Department of Human Services
- LEAP Project
- HEALTHCHECK (At-risk pregnancy services)
- Citizen's Committee on Youth
- Community Youth Service Bureau
- Employment & Training
- Cincinnati Union Bethel
- Price Hill Clinic/LIFT Program
- Family Services

I have met with Mr. Trummel and we agreed that he would concentrate his efforts identifying a "key person" at each agency. A "key person" is one who is willing and able to achieve priority. My responsibility was to motivate each Coalition school to identify an agency which would provide a representative to attend and participate on each Impact Team.

4e. ADDITIONAL STAFF

The Home-School Facilitators are working to increase pupil attendance and parent involvement. The additional nurse is working with parents on many items including how to help their child improve his study atills. The additional psychologist works with individual children and small groups as well as providing recommendations to teachers that are encountering problems with pupils. All members of the Impact Team are working on building self-esteem in children.

4f. PROGRESS REPORTS

Each school has reported their progress on their local CIS plan. These reports reveal the following:

- All schools have provided inservice to their staffs on CAT results and how this data can be used diagnostically.
- Other inservice programs have related to Children's Creative Response to Conflict, a variety of academic areas, computers, handicapped children, behavior problems, career education, drugs and alcohol, how to work with parents, and stress management.
- Every school is providing some form of after-school program related to academics plus many other areas.
- A large variety of approaches are being used to deliver an effective educational program.
- Impact Teams are not only helping students but are creating a "bonding" of staff members.
- Everyone recognizes the importance of parent involvement and strong efforts are being made to improve and increase this area.

4g. FUTURE PLANS

A meeting was held for the five schools where Pete Rose will be serving as an Instructor Assistant to the Physical Education teacher. Dr. Good introduced Mr. Rose's Probation Officer, Mr. John Cole, and discussed the challenges surrounding this placement. The five schools were represented by principals, assistant principals, Physical Education teachers, and parents. Mr. Rose will start on Monday, January 14, 1991; a press conference is being planned for this first day.

4g. FUTURE PLANS (continued)

Zakia El-Amin, the Education Director of the Urban League of Greater Cincinnati, and I held a meeting for the coordinators of the Brain Bowl. All eight schools were represented and plans were made for academic competition between third and fourth graders of the Coalition Schools, plus Taft Elementary Academic and Social Skills Demonstration School. Study packets are being printed and competition is planned for the second and fourth weeks of February. An Awards Luncheon will be held on Friday, March 8, 1991.

A group called AVOISE, (Adolescent Victims of Indecent Sexual Encounters), will provide group therapy to identify victims ages 7 - 11. AVOISE has been working at Rothenberg School and will start at Hays and Windsor in January; at Hoffman and Washington Park in February. The other three schools are slated to begin in the fall of 1991.

Plans are being made to provide inservice designed specifically to meet the needs of Coalition Schools. Dr. Powell and Dr. Good have been involved in discussions with all Coalition principals concerning potential speakers, topics, dates, and financing.

5a. Staff Development

5a. The all day Education Convention, held on December 7, 1990, featured a number of workshops and plenary sessions related to multicultural education/self esteem. The topics of the workshops are listed below:

Improving the Self-Concept of Children and Adolescents
When the Solution Becomes the Problem - Breaking Cycles of Destructive Behavior
Appreciating Cultural Diversity in the African American & Appalachian Student Populations

Rights and Rites of Passage: Educating the Young African-American Male
Gender Expectation and Student Achievement
Invest in the Front Side of Life
The Philosophical Aspects of Cultural Differences
Serving Children of Urban Single Parent Families
Foreign Language Can be Fun
The Infusing of African and African-American Contribution into the Math Classroom

Doris Stokes and Georgetta King jointly planned and presented the Rights and Rites of Passage: Educating the Young African-American Male. A psychologist (CPS), a teacher (CPS) and a community resource person provided ideas for improving the educational motivation of black males. Approximately two hundred Cincinnati Public School employees chose this workshop. The participants in general indicated a need for more workshops on this topic. Some of the evaluation comments were:

> Being in this workshop has helped me to stop and take notice of myself and how I can be more effective in the classroom toward black male students.
> It gave me some ideas for presenting projects for our Black History Club.
> This workshop should have been opened to a larger group.
> It will or has given me the added motivation to continue working with my students who have "discipline" problems.
> Excellent session - Do more in depth.
> This workshop will help me to develop new teaching techniques for approaching black males.
> The workshop helped and inspired me to do more and it will make me go and find young men just to talk with.

Handouts containing strategies for change and a bibliography were distributed to the participants.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF DECEMBER 14, 1990
5b. Educational Mobility	5b. Educational Mobility Assistance Program (EMAP) funds have not yet been allocated by the Ohio Department of Education for the 1990-91 school year. Activities pertaining to the proposed projects that have been initiated are described below:

Discipline Mini-Grants - All but six (6) schools in Area III have submitted proposals for funding the implementation of their Local School Discipline Plans. Monies have been allocated to each school at the rate of $4.00 per student. Funds are being used for staff inservice, student incentives, and some in-school/Saturday suspension programs.

Urban Initiatives - Plans have been made to pay for substitutes, so that training can be provided to language arts/reading and English teachers in the area of writing, with emphasis on the multi-cultural, multi-ethnic aspect.

Project H.E.L.P. (Sayler Park School) - Beginning third quarter, intervention classes will be scheduled after-school for first and second graders in mathematics and reading.

Discipline Pilot - Staff in 23 schools, both certificated and Civil Service have participated in four (4) hours of inservice related to improving discipline and overall climate in their schools.

Mobile Area Impact Teams - Two weeks before school started, students identified as chronic behavior/truancy problems and their parents were invited to attend a meeting. Following that large meeting, teams of support personnel met individually with students to provide them with opportunities for success in the 1990-91 school year.

Communications to Parents - A parent newsletter is being published in collaboration with the Cincinnati Council of PTA on a monthly basis. The newsletter goes to every family with children in the district.

COMPONENT		STATUS AS OF DECEMBER 14, 1990
6. Staff Racial Balance	6a.	No change in status.
7. Housing Plans of City	7a.	Received notice of one proposed CMHA housing acquisition. The proposed acquisition is located in the Losantiville elementary attendance area. The acquisition would not likely help to improve racial balance since the student enrollment at Losantiville is 73% black.
	7b.	City Council has approved a major housing development project sponsored by Western Southern to be located in the Over-the-Rhine neighborhood. The project will affect Washington Part and Oyler. The plans call for 119 new and rehabilitated low-income housing units. Potentially as many as 400 school age children could reside in this housing. The entire package includes $2.5 million for additional middle income housing in the Over-the-Rhine area.
8. Community Education	8a.	Information Specialists returned to full-time duty on December 3, 1990. They will be housed at Hughes Alternative Center this year.
	8b.	Began bi-weekly meeting at Hughes Center with Dola McMullen, Associate, Alternative/Settlement Office.
	8c.	Participated in a special workshop which addressed "Effective Communication with the Public" conducted by EO/AA officer, Doris Stokes.
	8d.	Began follow-up telephone calls to parents of recent transfer students to ascertain the student's adjustment at their newly-assigned schools.
	8e.	Scheduled Alternative Program presentations in priority schools for the month of January.

9. Communitywide Publicity and Marketing

9a. Hughes Center
Began recruitment activities for the 1991-92 school year which include a mailing of: 4 brochures, a flyer on the new teaching professions school, a flyer announcing student and parent visits, and a letter from Principal Rosa Blackwell. Approximately 3,000 pieces were mailed to targeted public, private, and parochial eighth graders. Slide shows for the health, computers, and Paideia Schools were updated. Other activities include production of a newsletter scheduled to be mailed to the same families the last week in January. It will describe the five programs at Hughes Center, as well as announce the open house date. Met with the Core Design Team of the Teaching Professions School to discuss publicity efforts. Produced a flyer to use in place of a brochure which is scheduled to be ready for distribution by the first week in January.

9b. Carson Montessori
Continue to work with school to develop long-range public relations plans. Developing a brochure/poster to show Montessori education in each of the multi-age groupings.

9c. Cincinnati Academy of Mathematics and Science (Woodward and Quebec Heights
Worked with Delta Airlines to develop guidelines and make arrangements with the schools for Delta's Space Camp scholarship program. One student from each school will compete to receive a trip to Space Camp in Huntsville, Alabama.

9d. Martin Luther King Classic
Serving on a committee to develop publicity, program, and certificates for this January 21 event for Cincinnati Public School student leaders. It is sponsored by Communiplex in conjunction with the school district and will include a workshop, teleconference, lunch, and presentation of certificates.

COMPONENT	STATUS AS OF DECEMBER 14, 1990
	9e. Alternative Program Reprinting alternative program description poster. Completing arrangements of the alternative mailing to be dropped on January 31. Includes application and letter from the Superintendent. Producing Alternative Program application procedures brochure which will be mailed to every parent in the district. It describes the application process, timelines, and guidelines for acceptance. It will be mailed to every private, public, and parochial parent in the district in mid-January. 9f. Coalition Connection Newsletter Scheduled to be delivered and mailed the first week in January to every parent in the coalition schools. It will also be distributed throughout the school communities. 9g. Paideia Published an article on promoting Paideia education in Cincinnati Public Schools in The Paideia Bulletin, a nation newsletter on the Paideia method of teaching/learning.
10. Transportation and 11. Extracurricular Activities	10a. No change in status.
12. Discipline Reports/ Discipline Plan	12a. A total of 1,849 suspensions were administered to students during the First Quarter of the 1990-91 school year. This represents an increase of 210 suspensions as compared to the First Quarter of the 1989-90 school year. This increase occurred in junior/middle and senior high school. There was a reduction of 54 suspensions in elementary schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF DECEMBER 14, 1990
	12b. An overall reduction in suspensions for the First Quarter was observed for the Discipline Pilot Project schools as compared with the previous school year. Very significant reductions occurred at Windsor (6 as compared to 67 in 1989-90) and Peoples (13 as compared with 49 in 1989-90). 12c. A workshop was held for staff members in the Discipline Pilot Project schools to give them strategies and techniques for dealing with discipline at their school.
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Evaluations Related to Settlement Agreement	14a. Completed the following reports: A Report on Taeuber Index Values-1984-85 through 1990-91 Alternative Programs, 1990-91 Coalition of Innovative Schools, 1990-91 Open Enrollment, 1990-91 Completed an analysis of suspensions for 1990-91 Prepared various rosters and student counts for Alternative/Settlement Office

H-2-38

COMMUNITYWIDE TASK FORCE

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MEMORANDUM

TO: School Board, Cincinnati Public Schools
Department of Education, State of Ohio

FROM: Communitywide Task Force

DATE: December 14, 1990

SUBJECT: The Bronson Settlement and the Cincinnati School District's Financial Plight

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The financial hardship looming over the Cincinnati Schools is complex and disheartening. Its most recent precipitating element, the defeat of the school levy, impels the Task Force to urge maintenance of the progress, to date and in the future, achieved in each area required by the Bronson Settlement Agreement.

First, as the Cincinnati Public Schools undertake tactical planning to deal with the financial emergency, we expect that the Bronson goals of reducing racial isolation by educationally sound programs which provide quality integrated education will remain center stage in your deliberations.

Second, as the State reviews its responsibilities we expect that there will be both short-term financial contributions and an additional impetus to seek a fairer, more equitable distribution of state funds for schoolfunding. Furthermore, in the application of current requirements bearing on fiscal solvency and/or "bankruptcy" proceedings, we expect that any required action would, in its specifics, fully and creatively respect the goals and objectives associated with the Bronson Settlement.

Third, we deplore the injection of the voucher issue into local levy politics. What makes it actually

(over)

... established to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between the Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools quite astounding in the Cincinnati context is that the school system here, in its vigorous pursuit of alternative schools to achieve integrated schooling, effectively operates as a public voucher system. Given that reality, the only acceptable interpretation to the negative vote, painful though it may be, is a combination of unhappiness or ignorance about the current progress and/or administration of schooling; what we are flatly unwilling to accept is that portion of the explanation of the levy failure which condones substitution of privatistic aims for the pursuit of the public good.

Fourth, the Communitywide Task Force will continue "to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Agreement." As a part of this task, we will seek adequate local and state funding for the Cincinnati Public Schools.

cc: Dr. Powell
Dr. Evans
Dr. Lewis
Task Force Members

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JANUARY 18, 1991
1.	Communitywide Task Force	1a.	The Communitywide Task Force met December 17, 1990 and January 7, 1991 to prepare a Statement to the U.S. District Court hearing, but after considerable discussion, decided not to present it.
2.	Alternatives and Open Enrollment	2a.	Distributed via U.S. mail Alternative Program Newsletter, "A Parent's Guide to Understanding the Application Process," to parents of public, private and parochial school students residing in the CPS district.
		2b.	Distributed ten copies of newsletter to each of 52 community council presidents requesting the posting of newsletters in strategic locations including churches, supermarkets, child care centers, etc.
		2c.	Began processing priority and sibling priority applications.
		2d.	Reviewed and updated/revised procedures for Open Enrollment Program.
		2e.	Finalized plans for the annual Hyde Park Community United Methodist Church's Kindergarten Fair.
		2f.	Conducted and/or participated in nine Alternative Program presentations.
		2g.	Met with the Bond Hill LSAC and with parents of Alternative Program students at Burton and Bond Hill schools to explain termination of the Elementary College Preparatory Program as an alternative program and the options available to students in future years.
		2h.	Participated in a workshop for parents at Crest Hills on January 19 and discussed Alternative Program offerings.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 18, 1991
3. Other Means for Reducing Racial Isolation	3a. No change in status.
4. Coalition of Innovative Schools	4a. STAFF Each Coalition school received an additional allotment for Staff Inservice in October, 1990. Rothenberg School - The principal and four staff persons attended a two and one-half day inservice at Marva Collins Westside Preparatory School, Chicago, Illinois. Heberle School - An inservice was held for male students, parents, and staff with consultant, Dr. Jawanza Kunjufu, Chicago, Illinois. Dr. Kunjufu made a presentation to approximately 100 students and their parents during the afternoon and followed with a staff inservice from 4:00 - 8:00 PM. All Coalition staff was invited to attend a Conference on School Restructuring on Saturday, December 1, 1990 at The Phoenix. 4b. EXTENDED DAY INSTRUCTIONAL PROGRAM All Coalition schools have some form of an extended day program; i.e., Saturday School, after-school tutoring, extracurricular activities. Schools are currently utilizing staff, parents, instructor assistants, and volunteers to carry out programs.

4c. EFFECTIVE DELIVERY OF INSTRUCTION

All Coalition schools have the benefit of reduced class sizes due to the Chapter One Schoolwide Project. Chapter One evaluators visited the Coalition schools to review and evaluate each school's plan.

Incentive programs are operational in various schools which encourage high expectations and reward student achievement.

Computer assisted learning continues to be a part of the instructional program for students.

4d. STUDENT-FOCUSED IMPACT TEAMS

Impact Teams in each school are meeting weekly. Minutes are taken and responsibilities assigned to team members.

Project Forward Pass coordinated by Mr. Donald Trummell, United Way, has identified a representative from a local agency to serve as a member of each school impact team. This individual brings additional expertise and resources to the team.

Positive intervention strategies, counseling, and referrals to various agencies for support of the student and/or family continues to be the primary focus of the team.

4e. PARENTAL INVOLVEMENT

Each Coalition school has an individual on staff identified to work towards improving parental involvement. Numerous efforts are underway in buildings to enhance parental concerns and participation.

A meeting is planned for parent liaisons from each school to come together and share successful strategies.

All parents in the Coalition Schools received a copy of the newsletter "Coalition Connection" in the mail. This publication provided highlights of some of the activities underway during 1990 - 1991.

4f. CULTURAL ENRICHMENT

Individual school cultural enrichment plans outline specific activities by grade level. A variety of experiences, events, and activities is occurring in each building which supports the student's exposure to cultural training.

4g. OTHER

The Week of January 14, 1991, Mr. Pete Rose began service as an Instructor Assistant working with the physical education teachers in five Coalition schools. A meeting was held with Mr. Rose, building principals, area staff, and his Parole Officer prior to his starting date. The purpose was to introduce Mr. Rose and outline expectations.

Renovation of the Rothenberg School swimming area into a Resource Room is underway. This project also includes renovation of a locker room into an office for the Resource teacher and renovation of the adjoining student restrooms. Special thanks are extended to a private benefactor that has helped move this major project forward.

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5. Staff Development

5a. The first edition of the new districtwide multicultural education newsletter, Rainbow World, was distributed to the schools on January 2, 1991. The newsletter will often feature School Highlights and Great Resources. It will provide Cincinnati Public School employees the opportunity to publish brief articles related to book reviews and teaching/counseling activities. It will give the Rainbow World Staff a vehicle for sharing information about courses and inservices and for highlighting positive human relations events and individual efforts. The feedback regarding the impact of the newsletter has been excellent. One more edition will be forthcoming this year.

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5b. On January 16, 1991, Celebration of Cultures Fair was held at the Crest Hills Middle School Cafeteria from 4:00-6:00 P.M. Over 125 teachers, principals and supervisors were in attendance. The activities included: an Appalachian storyteller, Appalachian folk artist/wood carver, ethnic foods, clothing and other information about countries around the world (Latin America, Kenya, and the Middle East). There was a districtwide effort that involved teachers and the multicultural education district co-chairs.

5b. Educational Mobility Projects

5b. Educational Mobility Assistance Program (EMAP)
EMAP funds have been allocated by the Ohio Department of Education for the 1990-91 school year in the amount of $325,236, a reduction of approximately $35,000 from last year. An application packet was prepared for submission to the state department for the following projects that have been initiated:

Discipline Mini-Grants:
Monies have been allocated to each school at the rate of $4.00 per student, in all but five schools in Area III, who did not apply. Funds are being used for staff inservice, student incentives, and some in-school/Saturday suspension programs.

Urban Initiatives:
Training will be provided to language arts/reading and English teachers in the area of writing, with emphasis on the multi-cultural, multi-ethnic aspect. The training is being conducted in collaboration with the University of Cincinnati.

Project H.E.L.P. (Saylor Park School)
Requisitions for teachers to serve as tutors have been processed. Beginning third quarter, intervention classes will be scheduled after school for first and second graders in mathematics and reading.

COMPONENT		STATUS AS OF JANUARY 18, 1991
		Discipline Pilot Following four hours of inservice related to improving discipline and overall climate in their schools, staff in 23 schools have developed local action plans. **Mobile Area Impact Teams** Teams of support personnel have been meeting individually with students identified as chronic behavior/truancy problems, providing them with counseling and referral services. **Communications to Parents** A parent newsletter goes to every family with children in the district. It is being published in collaboration with the Cincinnati Council of PTA on a monthly basis. **Alternative Learning Laboratories** Students referred for placement in laboratories in Bond Hill and Hyde Part elementary schools will receive academic reinforcement and guidance activities from trained Instructor Assistants.
6. Staff Racial Balance	6a.	In light of the district's fiscal crises, recruitment has been curtailed to universities in the tri-state region, requiring no overnight expenses. This may have an adverse impact on the overall recruitment of African Americans.
7. Housing Plans of City	7a.	There have been no additional notification of housing proposals during this time period.

8. Community Education

8a. During the period from 12/15/90 - 1/18/91 the three Alternative Information Specialists collectively completed:

- 333 Telephone calls to and from parents
- 70 Telephone calls to and from school personnel
- 37 Telephone calls to and from non-school personnel
- 21 Meetings and conferences
- 17 Student presentations
- Approximately 7,322 handouts distributed
- Approximately 404 priority alternative applications distributed
- Approximately 474 parents attended meetings
- Approximately 2,117 students attended presentations

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9. Communitywide Publicity and Marketing

9a. Hughes Center

Complete slide shows for the Paideia High School, health and computer profession schools for deans to use while recruiting students at Gamble, Roberts, Shroder, and Dater. Slide shows will also be used with community groups and parents.

Produced a newsletter for Hughes Center which promotes the five alternative programs there, including the new High School for the Teaching Professions. The newsletter features testimonials from Hughes Center students and an announcement regarding the upcoming February 12 open house at Hughes Center.

9b. Teaching Professions

Mailed the new brochure to targeted groups of eighth and ninth graders. Approximately 3,500 were mailed. Produced a flyer for the school to distribute to students in schools. Representatives from the school´s Core Design Team have been recruiting students with the deans of the four other schools at Hughes Center. The February 12 open house will include a presentation on the teaching professions school. Continue to work on producing PSA´s, billboards, and posters.

9c. Alternative Applications Mailings
Produced and distributed parent information flyer to public, private, and parochial students. It describes the application process, timelines, and guidelines for obtaining and filling out an application. Mailed week of January 7. The alternative applications will be mailed to all parents in the district on January 30, 1991. Parents should receive them the first week in February. Sent a news release to all media (local and community newspapers, radio, television) announcing the availability of alternative applications and the process for applying. A parent flyer accompanied the news release.

9d. Shroder Paideia
Prepared an announcement for the school's February 5 open house. Mailed it to all public, private, and parochial sixth graders. Took photographs and conducted interviews for a newsletter to recruit additional students.

9e. Open Enrollment
Produced application in conjunction with the Alternative/Settlement Office.

9f. Rothenberg
Designing and producing buttons for parents volunteer program that say "I'm a Rothenberg Parent Volunteer."

9g. Martin Luther King Student Leadership Conference
Served on the planning committee which designed a program for 150 student leaders to participate in a day-long leadership program which included workshops with newsman Clyde Gray and meteorologist Chris Wright and a teleconference with Jesse Jackson. Produced programs, certificates, and invitations and generated publicity for the event.

COMPONENT	STATUS AS OF JANUARY 18, 1991
	9h. Essential Schools Met with a committee of teachers who are designing and implementing the Essential Schools concept at Woodward High School for ninth and tenth graders. The concept will be used to attract students to Woodward under open enrollment.
	9i. Bronson Media Briefing Prepared media packets and media announcement for the January 18 media briefing give to media information on Bronson prior to the January 22 hearing.
	9j. Coalition Connection Distributed newsletter to all parents in the Coalition of Innovative Schools through the U.S. mail. Also distributed the newsletter to teachers, community organizations, and social service agencies who work with students and families in the coalition schools' attendance area.
10. Transportation and 11. Extracurricular Activities	10a. No change in status.
12. Discipline Reports/ Discipline Plan	12a. Work continued on the special study of student suspensions. A sample of over 1,400 suspensions will be studied in detail to determine whether any racial bias is apparent.
	12b. Evaluation of the Discipline Pilot Project was completed. Results indicated that a slight drop in the number of student suspensions was realized in participating schools during the First Quarter. The results also indicated that student attendance had improved by approximately 0.5% and that elementary school staff members hold positive attitudes toward the project. Attitudes of staff members in junior high/middle schools were not as positive.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 18, 1991
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Evaluations Related to Settlement Agreement	14a. Calculation of Alternate Taeuber Index for 1983-84. 14b. Distribute, analyze and report results of teacher and administrator surveys for Discipline Pilot Project. 14c. Presented CAT analysis of relative strengths and weaknesses by grade level to staff at Hoffman.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF FEBRUARY 15, 1991
1. Communitywide Task Force	1a.	The Communitywide Task Force met on February 4, 1991.
2. Alternatives and Open Enrollment	2a.	Conducted mass mailings of regular alternative program applications and open enrollment transfer request forms to parents in the district's attendance area.
	2b.	Conducted survey of neighborhood school principals regarding projected open enrollment vacancies for the 1991-92 school year.
	2c.	Planned, organized, published procedures for, and conducted the February 1 distribution and collection of alternative program applications.
	2d.	Began processing regular alternative program and open enrollment applications.
	2e.	Represented CPS's alternative programs on Channel 5, WLW-T's February 10th television program, "NAACP Presents".
	2f.	Met with Joe Timmons from the Planning, Research and Evaluation Department regarding projected school enrollments for 1991-92.
	2g.	Developed and now conducting via U.S. mail a survey of approximately 500 parents to ascertain some recommendations for possible options to the "February 1 line".
	2h.	A total of 764 alternative program applications were received during the priority period, and a total of 618 sibling applications have been received. Approximately 2,400 applications were received on February 1, and many applications have been submitted since that date.

3. Other Means for Reducing Racial Isolation

3a. No change in status.

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4. Coalition of Innovative Schools

4a. CORRECTION FROM STATUS REPORT - JANUARY 18, 1991

4g. The total cost for the renovation of the Rothenberg School swimming pool into a resource center and rest room renovation is being paid for by Cincinnati Public Schools.

4b. FINAL BRONSON MID-POINT HEARING

Federal District Court - January 22, 1991. All Coalition principals were in attendance for the day-long hearing.

4c. INSERVICE

- Individual building inservice activities are on-going in each Coalition School covering a wide variety of pertinent topics.
- All Coalition principals attended the Superintendent's Administrator's and Supervisor's Inservice.
- All Coalition staff was invited to attend a special inservice presentation by Mr. Tony DiPaolo on Saturday, February 16, 1991. Each school was well represented and participated in a stimulating morning of activities.

4d. EXTENDED DAY INSTRUCTIONAL PROGRAM

Activities continue in each Coalition school to provide additional academic support to students.

4e. EFFECTIVE DELIVERY OF INSTRUCTION

The instructional program in all Coalition schools is being closely monitored by the principal and building supervisor. Emphasis is being placed on test-wiseness activities in preparation for the spring California Achievement Test.

Third and Fourth grade students identified by their 1990 California Achievement Test NCE math score are participating in the Brain Bowl Competition. These students have received instruction and practice in math (3rd grade) and science (4th grade). Each school identified a staff person to coordinate this activity.

4f. PARENTAL INVOLVEMENT

A meeting was held with the persons identified as Home-School Facilitator and/or Parent Liaison for each Coalition school. Ideas were shared which have brought about successful results in increasing parent involvement and parent visits to the school. This meeting was most productive and a follow-up meeting has been scheduled in March.

Arrangements have been made for the above mentioned personnel to get Cincinnati Public School I.D. Badges. These are the key persons making home visits for Coalition schools. We are pleased that our request was granted by the Security Services Branch and note that they were most cooperative in expediting securing the badges.

4g. CULTURAL ENRICHMENT

All schools have had assemblies and programs during the month of February emphasizing Brotherhood and African-American History Month.

Various activities are underway in buildings which are providing students with information on the war in the Persian Gulf. Students are writing letters and sending pictures to parents and relatives presently in the Persian Gulf.

Washington Park School had a performance given by Ms. Kathy Wade, local singing artist. The performance was excellent and she provided students with an over-view of the history of music.

Information was shared with all Coalition principals on how to schedule a performance by Ms. Wade for their school.

4h. OTHER

- Coalition principals had their monthly meeting and had a presentation given on the Reading Recovery Program by Ms. Rebecca Martin, Forest Hills School District.

- The Brain Bowl Competition was held for third and fourth grade students from each Coalition school. This activity was sponsored by Cincinnati Public Schools, Urban League of Greater Cincinnati, and University of Cincinnati.

  Positive media coverage was received, a picture of the Hays School third grade winning math team was in the Cincinnati Post on February 14, 1991.

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4h. OTHER (continued)

The final competition will be held on Wednesday, February 27, 1991 at the Community Chest Building, 2400 Reading Road at 10:00 AM.

An Awards Luncheon will be scheduled in March and all participants will attend. The winning schools will receive a large school trophy and the individual school team members will receive small trophies. All other participants will receive a medallion.

This activity has received exceptional support from each school staff and parents.

- The Grand Opening of the Washington Park Kroger Store (#208) took place on February 19, 1991.

  The Kroger Company is the school's Partner-in-Education and has set-up a mini-store at the school. Students earn points during each week for attendance, academic achievement and attitude, and can purchase items with the points earned.

  This was a spectacular media event and received coverage from both papers, all television stations, and several radio stations.

  Numerous Kroger Company employees were on hand for this special event and will work with the school staff in training students to operate the store. You have to see it to believe it. What a great learning experience for Washington Park Students.

- The next edition of the Coalition Connection is underway by the Communications Branch. Our target date for distribution is late March, 1991.

5. Staff Development

5a. During the months of January, February and March, schools have been involved in recognition of Martin Luther King's birthday, Black History Month and Brotherhood Week. Schools reported the following activities to the Staff Development Office:

5b. North Avondale Elementary School - The Student Council sponsored the annual dress-up day. Students salute famous multicultural individuals and groups. Students put themselves in the "shoes" of a person they respect and admire.

5c. Rockdale Elementary School - A peace quilt was designed in correlation with a story on quilts in the HBJ reading curriculum. It was on display from January through February.

5d. Roll Hill Elementary School - A play titled, "What is a Friend?" was performed by Roll Hill for Harrison Junior High School. The play traces changes in a girl's attitude toward others who are different from her. She learns to celebrate differences.

5e. Roberts Paideia - Nine eighth graders at Roberts Paideia produced a play about the life of Dr. Martin Luther King. This was an adaptation of the full length play (Martin) written by a community group in Chicago. The play was presented to the student body in celebration of Dr. King's birthday.

5f. Schwab Middle School - At a Black History Assembly, Mr. Eric Ellis, Managing Director, Inroads/Greater Cincinnati--Dayton, was the guest speaker. Celebrating the Black Heritage 1991 was the school's theme. Trophies were awarded to individual first, second and third prize winners of Essay, Poster, Poetry and Trivia contests.

5g. School for the Creative and Performing Arts - A Raisin in the Sun was presented to play goers during the month of February. This presentation was a joint venture between Fifth Third Bank and SCPA. The 1950's play foreshadowed many societal awakenings on the brink of eruption including the African American struggle for human rights and the continuing efforts for women's and human liberation. It was written by the late Lorraine Hansberry.

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5b. Educational Mobility Projects

5b. Educational Mobility Assistance Program (EMAP)

EMAP funds were allocated by the Ohio Department of Education for the 1990-91 school year in the amount of $325,236 (this was a reduction of approximately $35,000 from last year). An application packet was submitted to the state department January 28 for the projects listed below. A progress report on each project follows:

Discipline Mini-Grants:

Funds are being used for staff inservice, student incentives, and some in-school/Saturday suspension programs in all three Areas.

Urban Initiatives:

Eleven teachers from ten secondary schools are spending six hours developing curriculum over a month long period.

Project H.E.L.P. (Sayler Park School):

Intervention classes will be scheduled after-school for first and second graders in mathematics and reading, beginning third quarter.

Discipline Pilot:

Following four (4) hours of inservice related to improving discipline and overall climate in their schools, staff in 23 schools have developed local action plans. Plans are being made for a workshop on Cooperative Discipline to be held March 12. Participants will include staff, parents and community from the 23 schools.

Mobile Area Impact Teams:

Teams of support personnel have been meeting individually with students identified as chronic behavior/truancy problems, providing them with counseling and referral services.

	COMPONENT		STATUS AS OF FEBRUARY 15, 1991
			Communications To Parents: A parent newsletter goes to every family with children in the district. It is being published in collaboration with the Cincinnati Council of PTA on a monthly basis. Alternative Learning Laboratories: Students referred for placement in laboratories in Bond Hill and Hyde Park elementary schools will receive academic reinforcement and guidance activities from trained Instructor Assistants. Personnel requisitions have been submitted for an instructor assistant in each location.
6.	Staff Racial Balance	6a.	The Branch is currently computing the percentage that will be used as the "mean" in staff racial balance. On March 12, personnel administrators will meet with all principals/assistant principals to review staffing procedures for the 1991-92 year.
7.	Housing Plans of City	7a.	We received notice of a proposed housing development in the Rockdale elementary school attendance area. This development will provide 28 housing units, of which approximately 30% are to be for low and moderate income families. There is some community concern that this housing development will adversely affect racial isolation. A letter was sent to the City Planning Department requesting that the development be approved only if there was a realistic expectation that it would improve residential racial integration.

H-2-57

8. Community Education

8a. During the period from 1/18/91 - 2/15/91 the three Alternative Information Specialists collectively completed:

- 220 Telephone calls to and from parents
- 146 Telephone calls to and from school personnel
- 15 Telephone calls to and from non-school personnel
- 13 Meetings and conferences
- 20 Student presentations
- 9,271 Handouts distributed
- 55 Alternative Program Applications distributed
- 328 Parents attended meetings
- 1,689 Students attended presentations

During weeks of February 4-15, the Alternative Information Specialists assisted in the Alternative/Settlement Office.

9. Communitywide Publicity and Marketing

9a. High School for the Teaching Professions
Reprinted original brochure. Producing public service announcement for television. Wrote scripts, secured talent, taped spots, and currently editing the spots to send to major networks for airing. In the spots, two students talk about why they want to be teachers. Radio ads will be purchased and aired. They will be adapted from the TV PSA's. A poster is being designed using the same students and concept.

9b. World Language News
Collected all artwork and lead story for this first issue of the 1990-91 school year. A special insert will accompany the newsletter which describes to parents the foreign language travel study program. The newsletter is scheduled to be ready for distribution by mid-March. It is mailed to all parents of children in the bilingual program.

COMPONENT	STATUS AS OF FEBRUARY 15, 1991
	9c. Shroder Paideia News Prepared articles and photographs for this first issue. It will be used to recruit students into the program for the 1991-92 school year. Wrote a news release on Shroder as a recent recipient of the $10,000 grant from their Partner-in-Education, Fifth Third Bank. 9d. Coalition of Innovative Schools Covered events including the Brain Bowl and the Kroger Company Store at Washington Park for the next issue of Coalition Connection, a newsletter for the coalition schools. Generated publicity for both events. 9e. Met with all Cincinnati Public Schools' Principals Met at Area Office meetings to discuss the importance of media relations and offered assistance in helping them get the good word out about their schools. 9f. Eastwood Paideia Met with principal and staff to discuss media relations and how they could promote their school, students, and staff. 9g. Carson Flyer Produced a flyer for a parent education meeting.
10. Transportation and 11. Extracurricular Activities	10a. No change in status.

COMPONENT	STATUS AS OF FEBRUARY 15, 1991
12. Discipline Reports/ Discipline Plan	12a. Work continued on the special analysis of student suspensions. Members of the Ad Hoc Discipline Committee have been asked to review and respond to descriptions of student behavior that led to an out-of-school suspension. 12b. Statistics on student suspensions during the second quarter of this school year indicated that the total number of suspensions during this period was 78 higher as compared with the second quarter in the 1989-90 school year. Suspensions of elementary school students were considerably lower in number while suspensions of secondary students had increased. 12c. A meeting of secondary school administrators, school resource officers, and school security personnel was held on January 31 to discuss and clarify working relationships between these staff members.
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test select procedure.
14. Evaluations Related to Settlement Agreement	14a. Prepared various rosters and student counts for Alternative Settlement Office. 14b. Presented CAT analysis of relative strengths and weaknesses by grade level to staffs at Hays, Oyler and Heinold. 14c. Investigated preschool enrollment at Coalition schools. 14d. Began development of evaluation plans for three alternative programs (Carson Montessori, the High School for the Health Professions and the High School for the Computer Professions).

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF MARCH 15, 1991** | **Page 1**

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1. Communitywide Task Force

1a. The Communitywide Task Force met on March 4, 1991. We voted to send letters to organizations that testified to the Fairness Hearing asking them to send a second letter of support for the Settlement Agreement May, 1991 hearing.

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2. Alternatives and Open Enrollment

2a. Continued processing alternative program and open enrollment applications.

2b. Responded to concerns of and inquiries from numerous parents regarding the status of their alternative program and open enrollment applications via personal interviews, telephone calls and letters.

2c. Held conferences with several principals regarding the alternative program and open enrollment application processes.

2d. Status of Open Enrollment Applications

	Approvals	Waiting List	Rejections	No Status
Elementary	88	60		
Jr. High/Middle	42	-		
Sr. High	30	-		
Total	160	60	33 (Grades K-10)	21

Total Applications submitted to date - 274

Rejections Due To: Lack of Space
Race of Child
Request for Alternative Program

2e. Status of Alternative Program Applications
- Number of Applications Received = 9,233 (As of February 28)
- Number of Applications Accepted = 2,324
- Percentage of Black Student Accepted = 53.4%

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COMPONENT	STATUS AS OF MARCH 15, 1991
3. Other Means for Reducing Racial Isolation	3a. Aiken High School's Black History Month and Brotherhood Week observances during which time students were judged on their human relations efforts daily. 3b. Woodward High School students participated in Xavier University's "I Have a Dream" contest. 3c. Burton, Linwood Academy and Cheviot exchanged plays and songs in school assemblies together. 3d. Bond Hill Elementary invited St. Agnes School to its "Harriet Beecher Stowe" Black History program. 3e. Hartwell and Roselawn/Condon students toured Miami University. 3f. The Rockdale School choir visited Pleasant Ridge School for a concert. 3g. Clark students studied creative and Appalachian authors. 3h. Guilford students presented the play "A Raisin in the Sun." 3i. Many schools had Black History Month or Brotherhood Week assemblies or other programs featuring speakers or cultural presentations.
4. Coalition of Innovative Schools	4a. INSERVICE - Staff inservice activities continue to occur in each Coalition building. Example: Developing positive self-esteem and discipline, working with African-American students and Appalachian students, Computer training update, Teacher to Teacher Inservice, working with "Children at Risk," review of California Achievement Test results from spring 1990, etc.

4b. EXTENDED DAY INSTRUCTIONAL PROGRAM

- After school tutorial programs are available in Coalition schools.

- Various extracurricular activities are on-going, i.e., Boy Scouts, Girl Scouts, Art Club, Athletic Team Sports, Writing Club, etc.

4c. EFFECTIVE DELIVERY OF INSTRUCTION

- Coalition schools have increased the intensity of instruction in order to prepare students for the upcoming California Achievement Test. Staff has made use of commercial materials as well as district developed materials to support preparation for the test.

- Heinold IGE School was recognized by the Westwood Kroger Store, Glenway Avenue for their display of art work done on Kroger bags. The theme was Black History Month. The decorated bags were displayed throughout the store during the month of February. The store officially recognized each student participant on March 1.

- The final Brain Bowl Academic Competition was held at the Community Chest Building on February 27, 1991. Hays Elementary School won both third grade mathematics and fourth grade science, after competing with eight other schools. The recognition luncheon is scheduled for April 25, 1991 at The Phoenix. This event was exciting and motivational. It provided a challenge to the Coalition student teams as well as the school sponsors.

4d. PARENTAL INVOLVEMENT

- A second meeting was held with Home-School Facilitators/Parent Liaisons from the Coalition schools. Numerous parent involvement activities were discussed, as well as community resources available to the schools. Cincinnati Public School identification badges were secured for at least two staff persons from each school that make regular home visits.

- Heberle School held its annual Family Night on Wednesday, March 13, 1991. Over 500 persons were in attendance and VIP Parent Awards were distributed.

- Hays School had an extremely successful program during the month of February. Parents visited the school and classes received points. The class earning the most points received an incentive award.

4e. CULTURAL ENRICHMENT

- All schools had cultural enrichment activities and experiences for their students. Some highlights were:

- Washington Park School Firefighter´s Program presented in the primary classrooms.

- Heberle School Black History Month Program featured over fifty professionals addressing students in their classrooms about their careers. A luncheon was held for guests, staff, and students. Primary classes participated on Thursday and Intermediate classes on Friday.

- Kathy Wade gave a performance for the Hays School students.

- Oyler School students visited the public library, ballet, symphony, and had a guest author, George Ella Lyon, visit the school.

4f. OTHER

- Grand Opening of the Washington Park Kroger Store #208. This was a major media event with Kroger and Cincinnati Public School staff attending the ribbon cutting ceremony and reception. The Kroger store is a joint project of the Washington Park staff and The Kroger Company, their Partner-in-Education.

- Communications Branch staff is working on the next issue of the Coalition Connection newsletter. The staff is also working on a video presentation about the Coalition Schools. The target date for the premiere of the video is late April, 1991.

- Coalition Schools and Double Neighborhood Schools will be working together to develop a proposal for a student incentives program.

- Mayor David Mann visited Hays and Washington Park Schools during "Right to Read Week."

- Heberle School had a gigantic Book Sale for students during "Right to Read" Week. It was a great success.

- Mr. Don Trummel, United Way Coordinator of Project Forward Pass, will be turning over this responsibility to Mr. Robert Bell, United Way. A meeting was held to bring Mr. Bell up to date regarding the status of local agency involvement in the Coalition schools.

- Hoffman School has a display in the front hall of an absolutely magnificent sketch of the late Dr. Martin Luther King. This illustration was done by Mr. Michael Colbert, Pre-School Instructor Assistant at Hoffman School.

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COMPONENT		STATUS AS OF MARCH 15, 1991
5. Staff Development	5a.	Staff Development Personnel is coordinating human relations training and inservice assistance to schools, any office, and to other groups in the district. The training and inservices involve interracial and intercultural understanding, group dynamics, change strategies and techniques, team building and problem solving skills. Doris Stokes, Dr. Michael Landwehr and others serve as consultants and facilitators for some of the projects. The involvement is by request. The following schools and groups are at various stages of involvement/implementation: Mentoring Program Area Principals Mt. Washington Elementary Family Service Unit School Security Program Covedale Elementary Secretaries Parham Elementary Merry Middle School
	5b.	Black Heritage funds paid for a presentation to student at Whittier Elementary School. The storyteller, Ms. Lilly Marge Kelly, tells Appalachian folktales.
5b. Educational Mobility Projects	5b.	Educational Mobility Assistance Program (EMAP) Funds are being spent in the following ways: Discipline Mini-Grants: Funds are being used for staff inservice, student incentives, and some in-school/Saturday suspension programs in all three Areas. Urban Initiatives: Eleven secondary teachers developed curriculum over a month.

Project H.E.L.P. (Sayler Park School):
Intervention classes are being conducted after school for first and second graders in mathematics and reading.

Discipline Pilot:
Approximately 150 staff from 26 schools attended a workshop on Cooperative Discipline held March 12. Participants included teams of principals, teachers, instructor assistants and parents from these schools, who were trained in techniques during an all-day session:

Anderson Place	Bond Hill	CAPE	Central Fairmount
Chase	Clifton	Dater	Douglass
Eastern Hills	Gamble	Hughes Center	Hyde Park
McKinley	Merry	Midway	Mt. Airy
North Fairmount	Parham	Peoples	Pleasant Hill
Roberts Paideia	Rockdale	Roosevelt	Schwab
South Avondale	Windsor		

Following the session for targeted schools, a late afternoon session was held for parents and community representatives. Approximately 75 attended this two-hour session.

Mobile Area Impact Teams:
Teams of support personnel have been meeting individually with students identified as chronic behavior/truancy problems, providing them with counseling and referral services.

Communications to Parents:
A parent newsletter goes to every family with children in the district. It is being published in collaboration with the Cincinnati Council of PTA's on a monthly basis.

Alternative Learning Laboratories:
Students referred for placement in laboratories in Bond Hill and Hyde Park elementary schools are receiving academic reinforcement and guidance activities from trained Instructor Assistants.

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	COMPONENT		STATUS AS OF MARCH 15, 1991
			Future Funding: It may be noted that the Governor's budget has eliminated Educational Mobility from the funding recommendations for the next biennium. This will put an additional strain on our ability to provide support to schools for voluntary desegregation efforts.
6.	Staff Racial Balance	6a.	Principals have received staffing data for the 1991-92 school year. On March 12, 1991, an in-service session, conducted by the Personnel Director, was held with all principals and their assistants. Racial balance compliance was one of the topics highlighted. In addition, Area Assistant Superintendents, who review staffing with principals, have been alerted as to those schools who will require special attention due to their noncompliance this current school year. All schools have been and will be acutely aware of the importance of full compliance. The Minority Recruitment Task Force, at their March meeting, began discussing how to increase the number of black teachers enrolling in the Xavier Montessori retraining program.
7.	Housing Plans of City	7a.	We received notice of a proposed housing development in the Rockdale elementary school attendance area. This development will provide 28 housing units, of which approximately 30% are to be for low and moderate income families. There is some community concern that this housing development will adversely affect racial isolation. A letter was sent to the City Planning Department requesting that the development be approved only if there was a realistic expectation that it would improve residential racial integration.

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	COMPONENT		STATUS AS OF MARCH 15, 1991
8.	Community Education	8a.	During the period from 2/18/91 - 3/15/91, the Information Specialists completed: - 44 Telephone calls to and from parents - 41 Telephone calls to and from school personnel - 60 Alternative program applications distributed - 1,871 Students attended school presentations - 8,594 Handouts distributed - Began planning for targeted recruitment for alternative and open enrollment programs.
9.	Communitywide Publicity and Marketing	9a.	Hughes Center Produced 10, 20, and 30 second Public Service Announcements (PSA) for television for The High School for the Teaching Professions. In-house production included video-taping, contacting public service announcement directors at TV stations, and getting them to the stations. PSAs are currently airing on Channels 5, 9, and 12. WXIX, Channel 19, produced a one-minute package, "Up Front," on the teaching professions school using the PSA. It aired 36 times in a one week period. Produced ads featuring the teaching professions school as well as the four other programs at Hughes Center on Q102 radio, a targeted station for young people. The station matched PSAs for every spot purchased. They will air the last week in March and the first week in April. Prepared a slide presentation on the teaching professions school which was presented to the Board of Education on March 25. Arranged news conference with The Academy of Medicine and the Greater Cincinnati Hospital Council on April 3, 1991 at 2:30 P.M. Both organizations will present a check for approximately $100,000 and a bronze plaque to the High School for the Health Professions. The money was raised from the 1990 Challenge Cincinnati, a sports benefit that was held last November. Prepared media packet, produced and mailed invitation.

Worked with a student intern from The High School for the Communication Professions for a five-week period. The internship, an integral part of the school's program, gives students hand-on experience in the communication fields.

9b. Coalition of Innovative Schools

Producing a slide/tape presentation on the Coalition of Innovative Schools. The show highlights the major components of the Coalition Schools' comprehensive plan including staff training, effective delivery of instruction, and parental involvement. Have visited all eight schools, taking slides and interviewing staff, parents, and administrators.

Continuing to work on the next issue of the Coalition Connection.

9c. College Hill Fundamental Academy
Attended parent and Cincinnati Youth Collaborative volunteer meeting on California Achievement Test preparation. Wrote an article for Images, the district's staff newsletter, and assisted the school in writing letters to the editor on volunteers getting involved in preparing students for CAT.

9d. Students Taking Educational Performance Seriously (STEPS)
This program, founded by Sam Wyche, head coach of the Cincinnati Bengals, awards students for improvement in grades, attendance, and behavior. Students accumulate points and cash them in for clothing, foods, events, etc. Hughes Center, Shroder Paideia Middle School, and Roberts Paideia Academy are the schools that are involved. A news conference will kickoff the program on March 27 at 11:00 A.M. at Hughes Center. The initial funding for STEPS was provided by contributions Wyche received as a result of a fine levied by the NFL commissioner.

9e. Preschool
Produced an advertisement, "For 25 years, we've built model programs for preschoolers," for the special section in the March 23 Cincinnati Enquirer on preschool and early childhood education.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MARCH 15, 1991
10. Transportation and 11. Extracurricular Activities	10a. No change in status.
12. Discipline Reports/	12a. In September the Mobile Area Support Team (M.A.S.T.) made seven one day evaluations of the Area II pilot discipline project schools, Bond Hill, Chase, Clifton, Mr. Airy, Pleasant Hill, Schwab and Winton Place. M.A.S.T. evaluations provided each staff with insight into the positives and negatives going on, in and around the school related to discipline, a pre-evaluation. Seven more M.A.S.T. post-evaluations are scheduled between March 25, 1991 and April 15, 1991.
	12b. To date ten Mobile Area Impact Team (M.A.I.T.) meetings have been held at discipline pilot schools and four more M.A.I.T. meetings have been currently scheduled. In these meetings seventy seven extremely "at risk" students and families have been targeted and are receiving a variety of multidisciplinary support services. Services incorporate such items as program and school adjustment, family and medical counseling assistance at court, assistance with teachers, tutoring, etc.
	12c. On February 12, 1991, all three areas combined with approximately thirty highly visible social service agencies throughout the city in a Mobile Area Impact Team Resource Fair. The fair was held at Crest Hills and ran for 1/2 day hosting over 150 support, teaching and target discipline pilot school staff from throughout the city. The thrust of the fair was to place pilot discipline school and other support team staff in direct contact with referral procedures and functionaries from "at risk" youth serving agencies.

H-2-71

12d. On March 12, 1991 an all day training workshop was held for selected teachers, administrators and support staff from all discipline target schools across the city. The session featured the nationally renowned "Cooperative Discipline Program: and will feature its author, Dr. Will Roy. A mini-session of the workshop will be held at Woodward High School from 4:00 P.M. to 6:00 P.M. for interested parents and staff from all other schools.

12e. Additionally, in 1990-91 all 24 Area II schools wrote acceptable Discipline Mini-Grant Projects and received a combined $59,180 to enact programs to improve local school discipline.

12f. Exemplary among projects instituted with mini-grant funds are "in-school" suspension programs at Chase Elementary, Winton Place and C.A.P.E. High School; "Saturday" suspension programs at Clifton Elementary, Pleasant Hill Elementary, Rose/Condon Elementary, C.A.P.E. High School and Woodward High School and after school suspension classes at Woodward High School, Schwab Middle School, Guilford, C.A.P.E. High School, Aiken High School, Pleasant Ridge Elementary, Losantiville Elementary, Chase Elementary, Burton Elementary and Bond Hill Elementary.

12g. Other noteworthy programs that have been conducted or are scheduled this school year are:

1. Reward and incentive programs at most all schools for "good" behavior (awards, certificates, prizes, assembly programs, skating parties, boat trips, etc.)
2. Positive self concept/self esteem workshops - Losantiville Elementary and C.A.P.E. High School.
3. Peer mediation skill training for staff and students by the Center for Peace Education - Aiken High School, Mt. Airy Elementary and North Avondale Elementary.
4. Group Counseling for "at risk" youth - Pleasant Ridge Elementary.

COMPONENT	STATUS AS OF MARCH 15, 1991
	5. "Conflict Resolution" skill training for staff - Pleasant Ridge Elementary. 6. After school tutoring for "at risk" students - Roselawn/Condon. 7. Staff and student morale building through birthday recognition, staff and student of the month, social committee and mentors - Winton Place Elementary. 8. "Cooperative Discipline Program" skill training for staff at Woodward High School. 12h. At Chase Elementary, a Title II Project was funded last spring which provides an in-school suspension teacher, a counselor and an activity bus to carry "at risk" students who stay late after school for remedial activities.
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Evaluations Related to Settlement Agreement	14a. Prepared various rosters and student counts for Alternative/Settlement Office. 14b. Presented CAT analysis of relative strengths and weaknesses by grade level to staffs at Washington Park, Rothenberg and Windsor. 14c. Participated in team meetings for Carson, the High School for the Health Professions and the High School for the Computer Professions, and completed evaluation designs for each program. 14d. Provided available 1990-91 data to Communications Branch for slide presentation on Coalition of Innovative Schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 15, 1991
1. Communitywide Task Force	1a. The Communitywide Task Force met on April 1, 1991. - We are continuing to ask organizations that testified to the 1984 Fairness Hearing to send second letters of support for the Bronson Settlement Agreement. - We voted to sponsor Dr. Christine Rossell on "The Carrot or the Stick for School Desegregation Policy" May 3, 1991. - We considered publishing an updated comparison of school desegregation in four Ohio cities. - We have begun drafting Statement(s) to the May 29, 1991 final Court hearing.
2. Alternatives and Open Enrollment	2a. Continued processing alternative program and open enrollment applications.
	2b. Responded to concerns of and inquiries from numerous parents regarding the status of their alternative program and open enrollment applications via personal interviews, telephone calls and letters.
	2c. Consulted with alternative school/program principals regarding acceptance patterns for alternative applications.
	2d. Began planning and coordinating target recruitment strategies for alternative and open enrollment programs.
	2e. Developed and distributed an Open Enrollment news release via the Communications Department.
	2f. Continued work on student recruitment and program development activities for the High School for the Teaching Profession.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 15, 1991
	2g. A total of 181 Open Enrollment transfers approved as of April 15, 1991. 2h. Met with the Hyde Park LSAC to discuss strategies for recruiting students under open enrollment. 2i. Data on Alternative Program Applications: - Total Number of Applications = 11,398 - Number of Applications Accepted = 3,671 - Percentage of Black Students Accepted = 55.2%
3. Other Means for Reducing Racial Isolation	3a. No change in Status.

H-2-75

4. Coalition of Innovative Schools

4a. INSERVICE

- Hays, Heinold, Hoffman, and Windsor Schools participated in a full-day inservice on Saturday, March 23, 1991. Over 130 persons were in attendance to hear Dr. Geneva Gay, Purdue University, present on *Learning Styles and Cultural Differences*.

- CIS Principals attended the Superintendent´s Administrative Meeting on April 9, 1991. Topics: Negotiations Status and Personnel Selection Process.

4b. EFFECTIVE DELIVERY OF INSTRUCTION

- All schools participated in the system-wide California Achievement Testing during the weeks of April 8 - 19, 1991. Results from this year´s testing will be available during the summer.

- A draft was prepared for revision of the Comprehensive Plan. This draft will be shared with each Coalition staff and suggestions/comments will be received, in writing, by the end of April. The final revised plan will be submitted for administrative approval in early May.

- Coalition schools have begun work with their building committee to design/modify their Chapter I Schoolwide Plan for 1991 - 92.

- Heberle School has recently published a book entitled, *Heberle´s Literary Works 1989 - 90*. The Introduction Page for the book was written by Robert Taft, Secretary of State, State of Ohio. The contents of the book include award winning literary works from students in grades one through six.

4c. PARENTAL INVOLVEMENT

- Coalition Schools are collecting data on parent participation and the number of volunteers serving in the schools. This data is to be forwarded to the Evaluation Branch for inclusion in the Bronson Report.

- All schools indicate increased parental involvement during this school year. Home-School Facilitators/Parent Liaisons have played a key role in improving parent-school relations.

4d. CULTURAL ENRICHMENT

Highlights:

- Heberle School "Careers on the Move Day," March 27, 1991.

  This event was known as "Truck Day." The entire front and rear playgrounds were lined with a wide variety of vehicles such as: ambulance, police car, park rangers with horse used for mounted patrol, chartered bus, bulldozer, limousine, garbage truck, and many more.

  Students had the opportunity to get in vehicles, talk with the various career persons, and ask questions.

- The Shawn Womack Dance Project performed at Rothenberg School on April 10, 1991. Womack will return to the school for two weeks as Artist-in-Residence.

- Two first-grade students at Heinold I.G.E. School won prizes in a citywide Human Relations essay contest. Approximately 2500 students in grades 1 - 12 entered the contest.

- Oyler School held its annual School/Community Health Fair on April 12, 1991. Students, staff, and parents had the opportunity to view the numerous health-related displays from local agencies, as well as a large Appalachian Culture Exhibit.

- Washington Park School students in Grades 3 - 6 had a special piano concert by Mr. Michael Chertock, thanks to Krefting Piano Company.

4e. OTHER

- Communications Branch has completed the Superintendent's Video Presentation on the Coalition Schools. This video will be shown at the April 22 School Board Meeting at 7:00 PM.

- The Coalition Connection Newsletter has been delayed due to work on the video presentation. The newsletter will be mailed to Coalition parents in May.

- A special luncheon meeting is being planned for Coalition principals and their Partner-in-Education representative. The purpose is to improve the partner/school relationships and to recognize the support already received by the schools.

H-2-78

5a. Staff Development

5a. The second issue of Rainbow World was disseminated to District employees during this report period. The issue included School Highlights, Cultural Fair Information, a Facts section, and Appalachian Month information. The purpose of Rainbow World is to improve interracial, intercultural understanding in our schools through a newsletter that shares ideas, concepts and activities to support the effort of bridging and building understanding.

5b. The professional library has purchased five new current human relation resource materials.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF APRIL 15, 1991
5b. Educational Mobility	5b.	Activities are proceeding on schedule. There is no change in the funding status of Educational Mobility for next year. As noted in last month's report, State has completely cut this program out of the next biennium budget.
6. Staff Racial Balance	6a.	No change in status.
7. Housing Plans of City	7a.	We have received no additional notices of proposed housing developments during this reporting period.
8. Community Education	8a.	Conducted targeted recruitment efforts for selected alternative and open enrollment programs.
	8b.	Met with Jerry Moore, Evaluation Branch regarding plans for the 1990-91 Open Enrollment parent survey.
	8c.	Continued communication with parents regarding alternative and open enrollment programs.

H-2-79

9. Communitywide Publicity and Marketing

9a. Coalition of Innovative Schools
Produced slide/tape show on the Coalition of Innovative Schools which focuses on the Five year Comprehensive Plan for Low Achieving Schools: staff training, school-wide assessment, extended instructional time, student-focused impact teams, parental involvement, and cultural enrichment experiences. It was shown at the April 22 Board of Education Meeting and will be used with parents and communities of the coalition schools. Produced the program for Brain Bowl which will be held on April 25. Wrote and sent news release on Oyler´s annual health fair. Producing buttons for Washington Park School "Washington Park loves our volunteers!"

9b. Teaching Professions
Purchased radio spots with matching PSAs for the school. Reprinted flyer for a mailing which included an alternative application and a letter from the program facilitator and was mailed to eighth graders in the Cincinnati Public School district. Produced a postcard announcing the school´s April 30 Open House for interested eighth and ninth graders. Generated title slides for a presentation to the Board. Wrote PSAs for the school Open House.

9c. Health Professions
Transferring recently produced slide/tape show onto video tape to distribute to every hospital and health car institution involved with the school. Creating a display on the health professions school for a health careers fair sponsored by the Greater Cincinnati Hospital Council on August 24.

9d. Carthage
Wrote and designed a flyer with alternative application for Carthage French Bilingual Program. It will be directly mailed to parents of preschoolers and distributed to area day car centers.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 15, 1991
	9e. Roberts Paideia Met with principal and staff to discuss the spring/summer issue of Roberts Paideia News which will be mailed to parents and potenti8al parents during the month of June.
	9f. North Avondale Refined logo for school.
	9g. Jobs for Cincinnati Graduates Judged poster contest which included works by several Cincinnati Public Schools´ high school students.
	9h. Gave a presentation to a group of new Procter and Gamble employees about Cincinnati Public Schools. The event was sponsored by ReMax Realtors. Participated in round table discussions with all local realtors from Sibcy Cline about the district.
10. Transportation and 11. Extracurricular Activities	10a. Planning is underway for next school year. School starting times are being reviewed as part of the effort to maintain the same services to students and still meet budget restrictions.
12. Discipline Reports/	12a. Third quarter data regarding suspensions and expulsions has not been published as of this date. Normally all schools would be completing and turning in "Discipline Mini-Grants" at this time of year. However, Dr. Ahmad has informed all Areas that monies formerly used for this purpose from outside the district have been halted by the governor. Should any funds become available to bolster descipline programs we will be notified at a later date.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 15, 1991
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Evaluations Related to Settlement Agreement	14a. Finalized evaluation plans for Carson Montessori, The High School for the Health Professions, and The High School for the Computer Professions. 14b. Assisted in student and teacher interviews concerning programs at The High School for the Health Professions, and the High School for the Computer Professions. 14c. Prepared various rosters and application counts for the Alternative/Settlement Office. 14d. Analyzed Writing Instructional Assessment Test data for Coalition Schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MAY 17, 1991
1.	Communitywide Task Force	1a.	The Communitywide Task Force met on May 6, 1991. - We agreed to send two (or more) Statements to the U.S. District Court. - We are continuing to ask organizations to send letters of support for voluntary reduction of racial isolation.
2.	Alternatives and Open Enrollment	2a.	Continued processing Alternative Program and Open Enrollment applications.
		2b.	Responded to concerns of and inquiries from numerous parents regarding the status of their Alternative Program and Open Enrollment applications via personal interviews, telephone calls and letters.
		2c.	Continued coordinating target recruitment strategies for Alternative and Open Enrollment Programs.
		2d.	Continued work on student recruitment and program development activities for the High School for the Teaching Professions.
		2e.	Attended the May 3rd presentation on Magnet Schools by Christine H. Rossell, Author of *The Carrot or the Stick for School Desegregation Policy: Magnet Schools or Forced Busing* at Christ Church, 4th and Sycamore Streets.
		2f.	Conducted special Open Enrollment mailing targeting 9th grade black students at Dater Jr. High School recruiting for Western Hills High School.
		2g.	A total of 214 Open Enrollment transfers approved as of May 17, 1991.

COMPONENT	STATUS AS OF MAY 17, 1991
	2h. Data on Alternative Program Applications: - Total number of applications = 13,299 - Number of applications accepted = 4,627 - Percentage of Black Students accepted = 55.7%
	2i. Presentation on Cincinnati Public Schools' Alternative Programs by the Director of the Alternative/Settlement Office at the International Magnet School Conference held in Columbus, Ohio on May 1-4.
3. Other Means for Reducing Racial Isolation	3a. No change in status.
4. Coalition of Innovative Schools	4a. INSERVICE - Coalition Principals meeting was held to discuss revision of the Low-Achieving Schools Comprehensive Plan (1989). Copies of the revision were discussed with staff and suggested changes were submitted before April 30, 1991. - Oyler and Washington Park Schools held an inservice on Phonics, presented by Sister Monica, Xavier University. - Oyler School held an inservice for parents on "How to Keep Your Child From Being a Dropout." - Washington Park School held a two day staff retreat at Bergamo Retreat Center, Dayton, Ohio. Presenter: Dr. Michelle Borba, "High Achievement Related to Self-Esteem."

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4b. EFFECTIVE DELIVERY OF INSTRUCTION

- Each coalition school met with the Grants Administration to review their Chapter 1 Schoolwide Plan for 1990-1991. These meetings were most productive and provided an opportunity for the staff/parent committee to discuss the effectiveness of their school's plan.

- Science Fairs were held at Washington Park and Hays Elementary Schools.

- Eligible coalition students are being identified for participation in the district summer school program.

4c. PARENTAL INVOLVEMENT

- Planning is underway for various parent recognition programs at each coalition school.

- A Volunteer Recognition Celebration was held at Hartwell Country Club for all district volunteers.

4d. CULTURAL ENRICHMENT

- Numerous end of the year activities and field trips are taking place in the coalition schools.

- Windsor School third graders visited the Cincinnati Enquirer, their Partner-in-Education. As a result of such a positive experience, the Enquirer featured the school in a two page article in their staff paper.

- Over 250 persons attended the Brain Bowl Awards Luncheon held at The Phoenix. The Hays School math and science champions received trophies and all other student participants received a medallion. Parent attendance was excellent.

4e. OTHER

- The Coalition Schools Slide Presentation was presented at the Cincinnati Public Schools' Board Meeting on April 22, 1991. Thanks to Mrs. Monica Curtis and Mr. Bob Ohr.

  Each building principal received a video tape of the presentation for use with their staff and parent groups.

  This presentation was also given for Judge Walter Rice, Federal District Court. He was very complimentary.

- All coalition principals and staff representatives have been working on a committee to design an Incentives Program for students, parents, and staff. After completion of the proposal, it will be forwarded to Mr. Robert Wehling, Procter & Gamble, who will enlist support for funding from major corporations.

5a. Staff Development

5a. The report on Multicultural Education in the Cincinnati Public Schools was completed under the direction of Kathleen Ware, Assistant Superintendent, Curriculum Development and Support Services. Personnel in the Department of Administration, Curriculum and Instruction contributed to components of this April report. A copy of this report is available from Kathleen Ware's office. The report contains curriculum descriptions regarding multicultural education activities in art, foreign languages, music, mathematics and science, social studies, reading/communication arts and vocational education. Program and districtwide activities taking place at Staff Development are included.

COMPONENT	STATUS AS OF MAY 17, 1991
	5b. Staff Development personnel is participating in the planning and facilitating of Office Personnel Inservice scheduled for June 20, 1991 at Withrow High School. Human relations presentations are among the many topics scheduled. 5c. The Professional Library has acquired four new books, Children of Color, The Team-Building Source Book, Beech Creek: A Study of a Kentucky Mountain Neighborhood, and Learning Together: Interactive Cooperative Learning Video Series.
5b. Educational Mobility	5b. Educational Mobility Assistance Program (EMAP) funds are being spent in the following ways: Discipline Mini-Grants - Schools were notified of the amount spent, and are using remaining funds primarily for student incentives and rewards, and some in-school/Saturday suspension programs in all three Areas. Urban Initiatives - Planning for the Summer Institute in collaboration with the University of Cincinnati is proceeding on schedule. Over 130 teachers have enrolled for 20 hours of inservice scheduled for June 10-13. Project H.E.L.P. (Sayler Park School) - Intervention classes are being conducted after-school for first and second graders in mathematics and reading. Discipline Pilot: - Plans are being made for staff of several middle schools to participate in summer inservice programs. The sessions will assist teachers in planning and classroom management, among other areas. Mobile Area Impact Teams: - Teams of support personnel have been meeting individually with students identified as chronic behavior/truancy problems, providing them with counseling and referral services.

COMPONENT		STATUS AS OF MAY 17, 1991
		Alternative Learning Laboratories: - Students referred for placement in laboratories in Bond Hill and Hyde Park elementary schools are receiving academic reinforcement and guidance activities from trained Instructor Assistants.
		Future Funding: - Funding for the 1991-92 Educational Mobility Assistance Program is now in the state's budget at the House of Representatives level.
6. Staff Racial Balance	6a.	Transfers are being made for the 1991-92 school year with racial balance as one of the primary criteria.
	6b.	Principals and Area Assistant Superintendents from those schools who were not in compliance for this school year have been apprised of the critical need of reaching compliance for the 1991-92 school year. As of the above date, three of the ten schools who were not in compliance are already in compliance for next year due to surplussing or general attrition.
7. Housing Plans of City	7a.	We have received no additional notices of planned housing developments during this time period.
8. Community Education	8a.	Continued targeted recruitment for selected Alternative and Open Enrollment Programs.
	8b.	Began conducting 1990-91 Open Enrollment parent survey.
	8c.	Continued communication with parents and the community regarding Alternative and Open Enrollment Programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MAY 17, 1991
9. Communitywide Publicity and Marketing	9a. Superintendent's Report on the Bronson Desegregation Settlement Agreement Served as editor and overall project coordinator of the report. Prepared materials for May 28 Board of Education presentation. Distributed the report to media (along with a news release), principals, LSAC chairs, PTA/PTO presidents, Cincinnati Federation of Teachers' Building Representatives, Cincinnati Business Committee Education Committee, Chamber of Commerce Education Committee, and Cincinnatians Active to Support Education (CASE). Will continue to distribute the report as requested from various groups.
	9b. World Language News Completed Spring edition which was mailed to every parent of a child in a Cincinnati Public School bilingual alternative program (4,000). The newsletter is also mailed throughout the state and country to various foreign language organizations.
	9c. Carthage French Bilingual School Assisted school with an overall recruitment campaign which included a flyer with an application and description of the French Bilingual Program at Carthage. Was mailed to preschoolers and sent to daycare/childcare facilities throughout the city.
	9c. Hughes The High School for the Teaching Professions - Posters for the school were delivered and distributed by the program facilitator. These posters match the theme and focus of the public service announcements which were aired in the spring. The High School for the Communication Professions - Completed an eleven-week intern session with a student from the school. The internship is part of the learning process students undertake in their junior and senior years. Sent out news releases including one of the CBS special of "Schools In" which featured the communications high school.

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COMPONENT	STATUS AS OF MAY 17, 1991
	9e. Mayor's Summit on Education Served on the Communications Committee and the Outreach Committee for the Mayor's Summit on Education which occurred on June 1 and 2. Sent out news release on Shawn Womack, choreographer and performer, artist-in-residence at Rothenberg School. Made arrangements for the awards ceremony for the Delta Air Lines Space Camp scholarship to student at Quebec Heights Cincinnati Academy of Mathematics and Science and Woodward Cincinnati Academy of Mathematics and Science. Two scholarships, one at each school, were awarded at a ceremony at each school.
10. Transportation and 11. Extracurricular Activities	10a. Planning is continuing for next school year. School starting times are being reviewed as part of the effort to maintain the same services to students and still meet budget restrictions.
12. Discipline Reports/ Discipline Plan	12a. Fourth quarter data will not be available on Suspensions and Expulsions until the end of June. Throughout this report period, Area II schools have been very active in revising and preparing Local School Discipline Plans and Discipline Mini-Grants for the 1991-92 school year. Care is being taken by building principals to involve teachers, students and parents in discipline planning.
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MAY 17, 1991
14. Evaluations Related to Settlement Agreement	14a. Prepared various rosters and student counts for Alternative/Settlement Office. 14b. Continued progress on alternative evaluations for Carson, The High School for the Health Professions and The High School for the Computer Professions. 14c. Summarized available data for quarters 1-3 for the Coalition of Innovative Schools. 14d. Met with each Coalition of Innovative Schools´ principal to review current year´s program. 14e. Continued progress on final evaluation reports for Alternative Programs, Open Enrollment and Coalition of Innovative Schools. 14f. Continued investigation of student achievement of students in Coalition of Innovative Schools who attended preschool programs.

H-2-91

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JUNE 14, 1991
1. Communitywide Task Force	1a.	The Communitywide Task Force sent two group statements and several individual statements for the final Court hearing.
	1b.	At least twenty-one of the organizations that the Task Force asked sent letters of support for voluntary desegregation to the Court.
	1c.	We published Christine Rossell's May 3, 1991 presentation on "The Carrot or the Stick" which was quoted again in a Post editorial.
	1d.	Another of our Task Force members will run for the Cincinnati Board of Education.
2. Alternatives and Open Enrollment	2a.	Continued processing Alternative Program and Open Enrollment applications.
	2b.	Continued coordinating target recruitment strategies for Alternative and Open Enrollment Programs.
	2c.	Conducted special Open Enrollment mailing targeting outgoing 8th grade black students at Bloom, Heinold, Merry, Porter and Schwab recruiting for Western Hills High School.
	2d.	Conducted survey of Alternative School/Program principals to ascertain remaining vacancies for the 1991-92 school year.
	2e.	Conducted survey of principals/schools participating in Open Enrollment to ascertain remaining vacancies for the 1991-92 school year.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JUNE 14, 1991
	2f. Conducted special mailings specifying remaining vacancies and targeting both non-applicants and students who applied for one or more Alternative programs but have not been accepted or have been placed on the waiting list. 2g. A total of 793 Open Enrollment transfer requests received. 2h. A total of 300 Open Enrollment transfers approved. 2i. Data on Alternative Program applications: - Total number of applications = 13,957 - Number of applications accepted = 5,043 - Percentage of black students accepted = 55.80%
3. Other Means for Reducing Racial Isolation	3a. Numerous activities to reduce racial isolation took place in individual schools.
4. Coalition of Innovative Schools	4a. The percentage of students in Coalition Schools who were at or above the national norm on the Spring, 1991 administration of the California Achievement Tests in reading, language, and mathematics showed significant increases. 4b. In reading, the increase was 5.2 percentage points, in language the percentage rose 9.3 percentage points, and in mathematics, 10.8 percentage points. The increases in each area are the highest realized, since the district changed to Form E in 1988.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JUNE 14, 1991
	4c.	These increases are also larger than the increases experienced by the total school system at grades 1-6 which indicates the achievement gap between the Coalition Schools and the system has continued to decrease.
	4d.	Building administrators, staff, and parents deserve recognition for this marked success for our Coalition students.
5a. Staff Development	5a.	A five-week inservice training program for Paideia teachers began on June 10. This training program is being conducted by Xavier University, and forty-seven teachers are participating in this program.
	5b.	Some other prearranged inservice training programs will be conducted, but the Staff Development Office is closed for the summer until August.
5b. Educational Mobility	5b.	The Grants Administration Office is still awaiting word on the level of Educational Mobility funds the district will be receiving from the final State of Ohio budget for 1991-92.
6. Staff Racial Balance	6a.	Efforts are being made on a regular basis to bring all schools into full policy compliance as staff changes are made due to transfers, surplussing, or new hirings.
7. Housing Plans of City	7a.	We have received no additional notices of proposed housing developments during this period.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JUNE 14, 1991
8.	Community Education	8a.	Continued targeted recruitment via telephone for selected Alternative and Open Enrollment programs.
		8b.	Completed 1990-91 Open Enrollment Parent Survey.
		8c.	Continued communication with parents and the community regarding Alternative and Open Enrollment Programs.
		8d.	May 31, 1991 - Last day Alternative Information Specialists on duty for 1990-91 school year.
9.	Communitywide Publicity and Marketing	9a.	Bronson Presentation to the Board of Education, May 28, 1991 - Assisted in developing the Superintendent's presentation and accompanying visuals. Sent out news release with the report to all media.
		9b.	Roberts Paideia - Met with principal and staff to discuss the summer newsletter including story ideas and necessary information for parents. Will be mailed in late July or early August.
		9c.	Carson Montessori - Finalized copy for the production of a brochure on the benefits of Montessori education. The piece shows how Montessori education proceeds from kindergarten through the 9-12 level.
		9d.	Mailing for Alternative Programs - Assisted Alternative/Settlement Office with production of flyer to parents to recruit students into the remaining openings for alternative programs. The flyer contains a list and the locations of the openings and an alternative application.
		9e.	No Pass/No Play - Action Motion 86 Athletic Eligibility Public Hearing held on June 11. Produced a flyer and sent it to all 7-12 athletic directors, coaches, extracurricular activity coordinators and instructors, principals, and community groups. Sent news release and flyers to all media.

H-2-95

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JUNE 14, 1991
10. Transportation and 11. Extracurricular Activities	10a. Planning continued for Pupil Transportation Services for next school year. Need for stops for students holding approved letters from the Alternative Office are being verified with parents.
12. Discipline Reports/ Discipline Plan	12a. Suspension and expulsion data are not yet ready for the 1990-91 school year. 12b. All twenty-four Area II schools have submitted Discipline Mini-Grants for 1991-92 which have been approved and sent to Grants Administration for ASN's.
13. Unbiased Tests and Policies	13a. A meeting of the Ad Hoc Discipline Committee has been scheduled for June 27. 13b. Work continued on the indepth analysis of student suspension data to search for possible racial bias in the data.
14. Evaluations Related to Settlement Agreement	14a. Provided various student counts, rosters and label sets to Alternative/Settlement Office. 14b. Completed Open Enrollment parent survey. 14c. Assisted in analysis of data for discipline study. 14d. Continued work on evaluations of Carson Montessori, The High School for the Health Professions and The High School for the Computer Professions. 14e. Continued data collection analysis for Coalition of Innovative Schools, Open Enrollment and Alternative Programs.

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APPENDIX I

A REPORT ON TAEUBER INDEX VALUES UPDATED FOR 1991-92

Prepared by: Elizabeth L. Elsey
Associate Director
Planning, Research and Evaluation

December 1991

A REPORT ON TAEUBER INDEX VALUES
UPDATED FOR 1991-92

In the fall of 1990, at the conclusion of seven years under the Bronson Settlement Agreement, the measure of racial isolation (the Taeuber Index of Dissimilarity) indicated that the goals set for the three levels of instruction had been met. Even though the school system is no longer under court jurisdiction for improving racial balance in schools, the Taeuber Index has been calculated for the 1991-92 school year in order that the Cincinnati Public Schools might judge its continued efforts to improve the racial balance within the district. This report presents the current Taeuber Index values.

The Taeuber Index of Dissimilarity essentially compares the racial balance of each school with the racial balance of the school system as a whole. The formula used may be found in Appendix A.

Mathematically, the range of value for the Taeuber Index is zero to 100. A value of zero would indicate that the schools were perfectly balanced with regard to race., i.e., each school would demonstrate the same racial balance as existed for the system as a whole. A value of 100 would indicate total segregation. Only two races can be represented in the formula. Since less than 2% of Cincinnati Public School students are Asian, native American or Hispanic, the decision was made to include these students with white students. The two racial categories for the formula then, were black and non-black.

Under the supervision of Dr. Joseph Timmons, Associate Director of Administrative Research in the Planning, Research and Evaluation Branch, and in response to Ohio Senate Bill 140, new procedures were used to collect the average daily membership (ADM) figures for the first full week in October, the basis for calculating the Taeuber Index. The membership counts were recorded by teachers on scan sheets and processed by Computer Services. Other than the method of collection of enrollment data, this does not present any change in the basis of Cincinnati Public School membership. The Taeuber Index values are then calculated based on these enrollment figures and the level of instruction, elementary, junior/middle school or senior high school. The level for a school was based on the highest number of grades at a school (e.g., a K-8 school was considered an elementary school even though it contains junior high school grades as well).

The school ADM figures used to calculate the indices may be found in Appendix B. Table 1 indicates that the Taeuber Index values at two levels, elementary and junior high/middle school, have continued to decline which demonstrates a further reduction in racial isolation for the 1991-92 school year. At the senior high level there was a slight increase in the Taeuber Index. There were 916 fewer students at the senior high level this year. This substantial change in enrollment is bound to have a notable impact on the Taeuber values. As is the case every year, there are changes in the differences between the percentage black at individual schools and the percentage black of the level. This year, five schools moved closer to the racial balance at the senior high level and five schools moved further from this value. No individual schools showed a marked change in this difference. It is likely, therefore, that the ADM reduction is the primary suspect for explaining the Taeuber Index increase at the senior high level.

Overall, the district's continued efforts to reduce racial isolation are confirmed by these Taeuber Index values and the system is committed to continued vigilance in this regard.

Table 1. Taeuber Index Values of Cincinnati Public Schools.

Level	1983-84*	1990-91	1991-92	Bronson Goal
Elementary	52.9	36.0**	35.7	36.5
Junior High/Middle	43.8	32.2	32.0	36.0
Senior High	42.3	30.2	30.8	34.0

* Baseline index values

** Taeuber Index based on November counts

APPENDIX A

CALCULATION OF TAEUBER

EXHIBIT

A

TAEUBER DISSIMILARITY INDEX

$$D = 1/2\ (100) \sum \left| \frac{N_i}{N} - \frac{W_i}{W} \right|$$

where N_i = number of black pupils in the $i^{\underline{th}}$ school;

$N = \sum N_i$ = total number of black pupils in the district

W_i = number of white pupils in the $i^{\underline{th}}$ school;

$W = \sum W_i$ = total number of white pupils in the district

"Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970" by A. Sorensen, K. E. Taeuber, and L. J. Hollingsworth, Jr., Sociological Focus, 8, 125, 1975.

APPENDIX B

ENROLLMENT BY RACE AND SCHOOL: OCTOBER ADM COUNT, 1991

OCTOBER - ELEMENTARY SCHOOLS - 1991-92

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
* ANDERSON PLACE	439	200	639	68.70
* BOND HILL	396	30	426	92.96
* BRAMBLE	247	74	321	76.95
* BURTON ACADEMY	508	12	520	97.69
CARSON	151	213	364	41.48
CARTHAGE	215	136	351	61.25
CENTRAL FAIRMOUNT	316	349	665	47.52
* CHASE INTERMEDIATE	505	281	786	64.25
CHEVIOT	195	194	389	50.13
* CLIFTON	379	221	600	63.17
COLLEGE HILL	296	204	500	59.20
COVEDALE	151	495	646	23.37
* DOUGLASS	506	87	593	85.33
* EASTERN HILLS	491	256	747	65.73
EASTWOOD	213	150	363	58.68
FAIRVIEW	331	327	658	50.30
HARTWELL	251	215	466	53.86
* HAYS	412	74	486	84.77
HEBERLE	483	305	788	61.29
* HEINOLD	363	143	506	71.74
* HOFFMAN	373	2	375	99.47
* HYDE PARK	208	101	309	67.31
KILGOUR	209	243	452	46.24
KIRBY ROAD	328	279	607	54.04
LINWOOD	155	144	299	51.84
* LOSANTIVILLE	252	77	329	76.60
MCKINLEY	30	189	219	13.70
MIDWAY	246	396	642	38.32
* MILLVALE	335	33	368	91.03
MT.AIRY	392	234	626	62.62
MT.WASHINGTON	161	400	561	28.70
NORTH AVONDALE	246	264	510	48.24
* NORTH FAIRMOUNT	466	88	554	84.12
OYLER	223	266	489	45.60
* PARHAM	376	33	409	91.93
* PLEASANT HILL	492	172	664	74.10
* PLEASANT RIDGE	361	163	524	68.89
QUEBEC HEIGHTS	312	287	599	52.09
ROBERTS	361	475	836	43.18
* ROCKDALE	563	17	580	97.07
ROLL HILL	287	185	472	60.81
ROOSEVELT	206	157	363	56.75
* ROSELAWN-CONDON	480	201	681	70.48
* ROTHENBERG	429	38	467	91.86
SANDS MONTESSORI	297	370	667	44.53
SAYLER PARK	52	479	531	9.79
SAWYER	609	444	1053	57.83
SCHIEL-PSAE	219	138	357	61.34
* SILVERTON	403	93	496	81.25
* SOUTH AVONDALE	300	4	304	98.68
* SWIFTON	282	56	338	83.43
* TAFT	398	5	403	98.76
* VINE	278	50	328	84.76
* WASHBURN	395	136	531	74.39
WASHINGTON PARK	310	200	510	60.78
WESTWOOD	155	582	737	21.03
WHITTIER	249	373	622	40.03
* WINDSOR	251	9	260	96.54
* WINTON PLACE	425	31	456	93.20
* WINTON TERRACE-CAPE	413	124	537	76.91
WOODFORD	237	155	392	60.46
TOTAL	19612	11659	31271	62.72

OCTOBER - JUNIOR/MIDDLE SCHOOLS - 1991-92

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
* BLOOM	300	106	406	73.89
* CREST HILLS	368	32	400	92.00
DATER	351	594	945	37.14
* GAMBLE	414	177	591	70.05
* MERRY	543	35	578	93.94
* PEOPLES	457	140	597	76.55
PORTER	267	167	434	61.52
* SCHWAB	476	165	641	74.26
SHRODER	391	233	624	62.66
TOTAL	3567	1649	5216	68.39

OCTOBER - HIGH SCHOOLS - 1991-92

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
* AIKEN	994	318	1312	75.76
* TAFT HIGH	682	256	938	72.71
* HUGHES	769	401	1170	65.73
SCPA	586	587	1173	49.96
* CLARK ACADEMY	185	39	224	82.59
WALNUT HILLS	726	1445	2171	33.44
WESTERN HILLS	1067	896	1963	54.36
* WITHROW	1364	490	1854	73.57
* WOODWARD	1288	146	1434	89.82
CAPE	541	326	867	62.40
TOTAL	8202	4904	13106	62.58